

Grammar Express

with answers

For self study or the classroom



Marjorie Fuchs & Margaret Bonner

with Kenna Bourke

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About the Book

Welcome to *Grammar Express*

Grammar Express features

- Short, easy-to-use **four-page units**
- **Grammar points** presented and **contextualised** through cartoons, photos and other illustrations
- Clear **Grammar Charts** showing the forms of the grammar point
- **Chart Checks** to help you use the grammar charts
- Clear **Grammar Explanations** and **Examples**
- **Usage Notes** telling you how English speakers use the grammar point
- **Be careful! Notes** showing typical mistakes students make
- **Pronunciation Notes** to help you pronounce words correctly
- A **variety of exercise types** to practise the grammar points
- **SelfTests** to check your progress
- **Appendices** with helpful lists and information
- An **Answer Key** so you can check your answers
- An **Index** to help you find grammar points quickly

UNITS

Grammar Express has 76 units. Each unit has four pages – two pages of grammar presentation and two pages of practice. This is how a typical unit works:

Presentation

The grammar point is presented in three steps.

1. Illustration

Each unit begins with an illustration – a cartoon, comic strip, photo with speech bubbles or a newspaper headline – which introduces the grammar point in context. It also introduces the topic of the unit. (For example, in Unit 8 the cartoon introduces the grammar point *used to*, and the unit topic, fashion.)

A **Check Point** helps you think about the meaning of the grammar point in the illustration.

2. Charts

Grammar Charts show the forms of the grammar point. (In Unit 8 you can see *used to* in statements, questions, and short answers.)

Chart Checks ask questions about the grammar charts. They help you notice important information about the forms and uses of the grammar point you are studying.

An **Express Check** follows the Grammar Charts. This is a quick and easy way for you to try out the forms in the charts.

3. Notes

Grammar Notes present **Grammar Explanations** on the left and **Examples** on the right. Timelines show the meaning of verb forms. (For example, in Unit 8 the timeline for *used to* shows that you can use it only for the past.)

Usage Notes tell you how English speakers use the grammar point. (In Unit 8 the Usage Note for *used to* explains that this form is more common in affirmative statements than in negative statements or questions.)

Be careful! Notes point out typical mistakes that students make.

(One of the Be careful! Notes in Unit 8 warns you not to confuse *used to* with *be used to* or *get used to*.)

Pronunciation Notes tell you how to pronounce the grammar point correctly in everyday speech. These notes use easy pronunciation spellings.

Check it out! tells you where to look in the book (appendices or other units) to find more information about the grammar point.

Practice

Two pages of exercises give you practice in understanding and using the grammar point. A typical unit has four exercises.

Exercise 1

The first exercise is always a 'for recognition only' exercise. This means that you will have to find or understand the grammar point but you will not have to use it yet. (For example, in Unit 8 you will read a short magazine article about fashion, and find and underline all the examples of *used to* which refer to past habits.)

Exercises 2 and 3

In these exercises, you actively practise the grammar point. There are a variety of exercise types, including multiple choice, fill-in-the-blanks, describing pictures, sentence combining, and asking and answering questions. The exercises always show the grammar point in a context that is related to the unit topic. (In Unit 8, Exercise 2, you will complete sentences about fashion in the past while you describe pictures

Exercise 4

This is always an **editing** exercise. In this exercise, you will have to find and correct typical mistakes that students make when they use the grammar point.

TESTS

The 76 units of **Grammar Express** are divided into 15 parts. After each part you will find a **SelfTest**. These tests will help you review and see how well you have learnt the material in the part. The **SelfTests** have multiple-choice questions similar to questions found in a variety of international examinations.

APPENDICES

At the back of the book, you will find 32 **Appendices** with useful information, such as lists of common irregular verbs, verbs followed by the gerund, verbs followed by the infinitive, spelling and pronunciation rules and differences between British and American English.

An **Appendix Quiz** practises elements from the Appendices.

ANSWER KEY

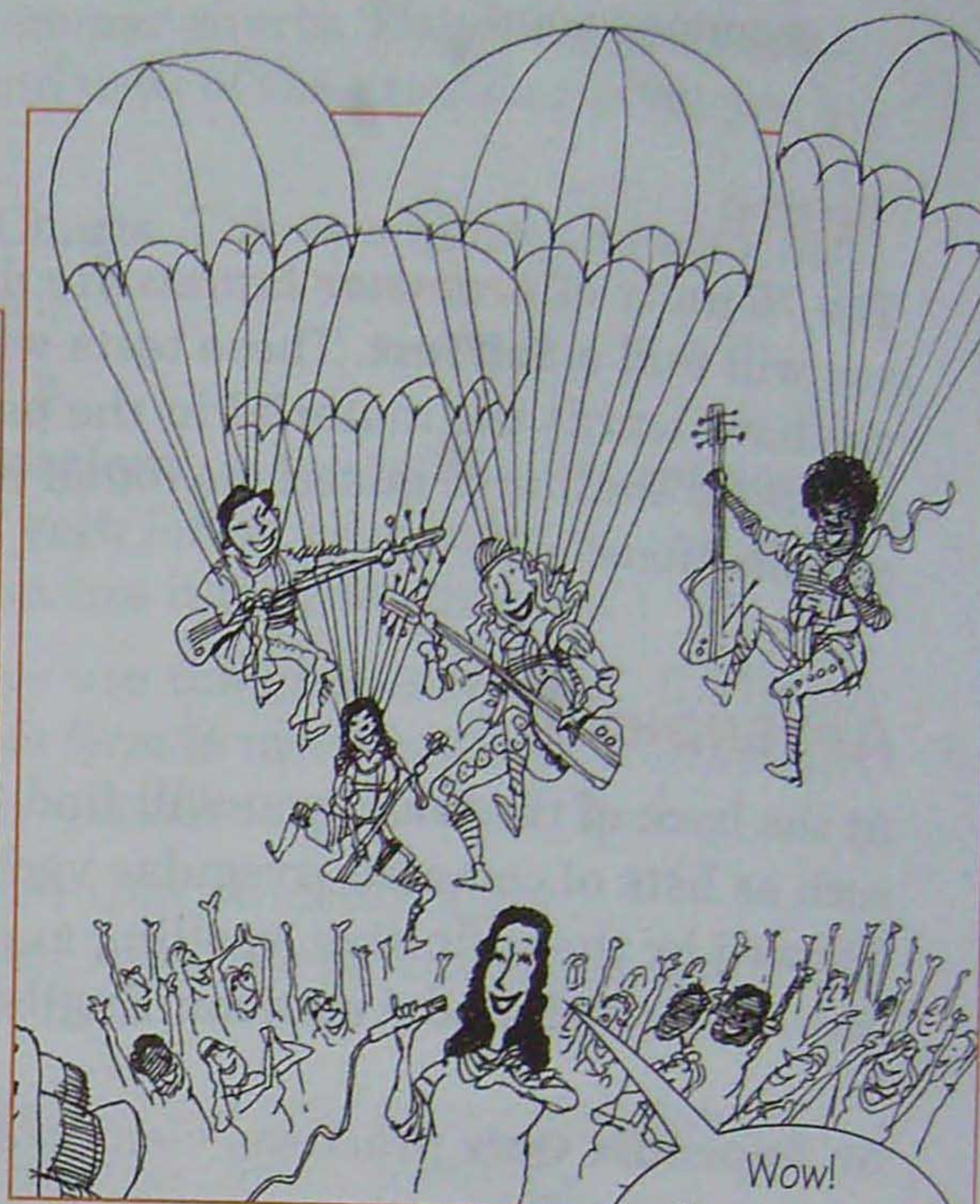
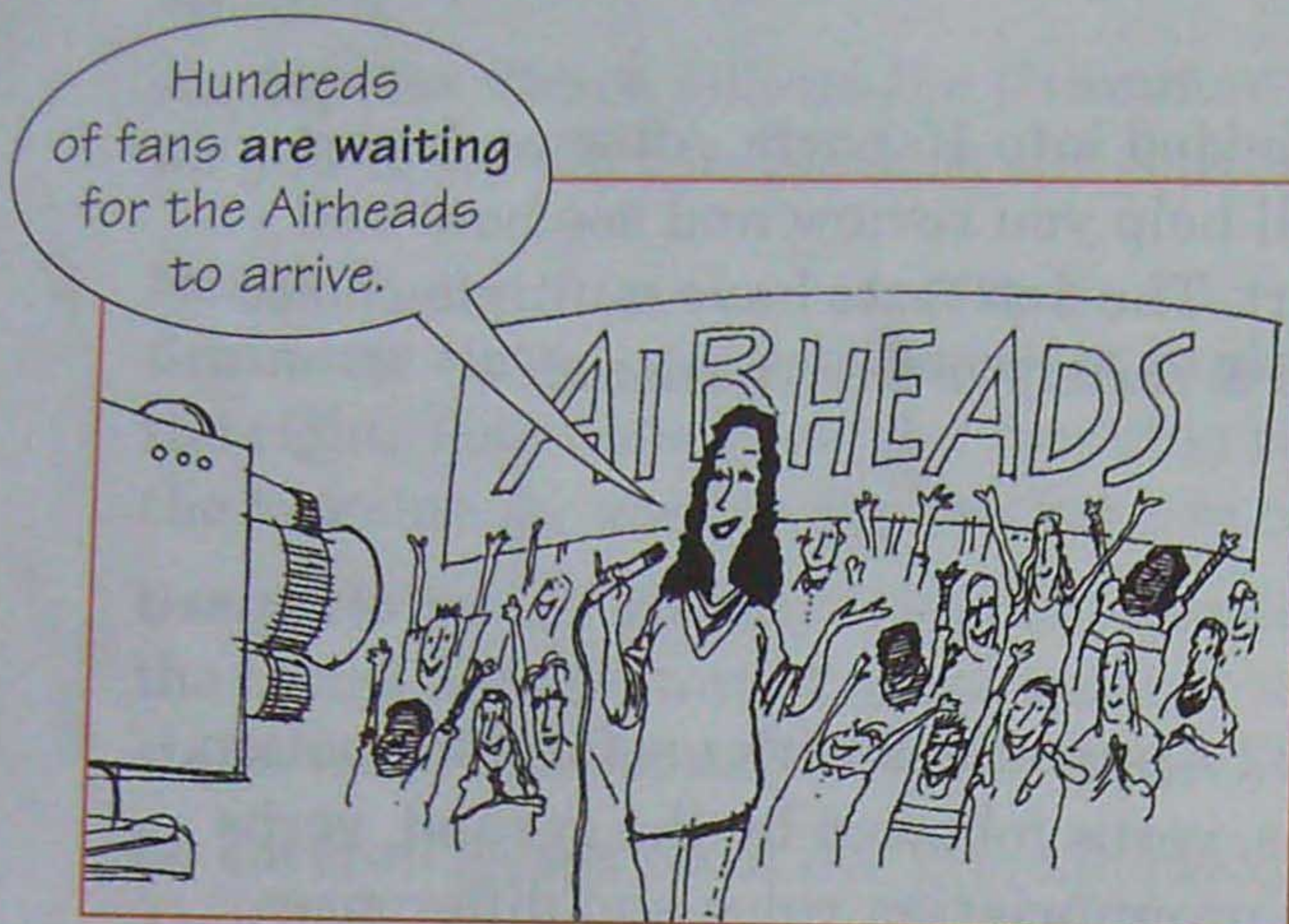
The **Answer Key** provides answers to the Check Points, Charts Checks, Express Checks, all the practice exercises and the SelfTests.

Grammar Express can be used for self study or in the classroom. You can either start with Unit 1 and work through the entire book, or choose the units you want to focus on. We hope you enjoy learning grammar with **Grammar Express**.

Good luck!

UNIT 1

Present Continuous



CHECK POINT

Tick the best advertisement for this TV news programme.

- ☐ It's happening now!
- ☐ It happens every day!

CHART CHECK 1

Tick the correct answer.

The present continuous is made up of two parts:

- ☐ **be** + base form of verb
- ☐ **be** + base form of verb + **-ing**

Which part changes with different subjects?

- ☐ **be**
- ☐ base form of verb + **-ing**

AFFIRMATIVE STATEMENTS

SUBJECT	BE	BASE FORM OF VERB + -ING
I	am 'm	waiting.
He/She/It	is 's	
We/You*/They	are 're	

*You is both singular and plural.

NEGATIVE STATEMENTS

SUBJECT	BE	NOT	BASE FORM OF VERB + -ING
I	am 'm	not	waiting.
He/She/It	is 's	n't not	
We/You/They	are 're	n't not	

CHART CHECK 2

Circle T (True) or F (False).

T F In questions, **be** comes after the subject.

YES/NO QUESTIONS

BE	SUBJECT	BASE FORM + -ING
Am	I	standing?
Is	she	
Are	you	

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you	are.	No,	you	aren't.
	she	is.		she	isn't.
	I	am.		I	'm not.

WH- QUESTIONS

WH- WORD	BE	SUBJECT	BASE FORM + -ING
Why Where	am	I	standing?
	is	she	
	are	you	

EXPRESS CHECK

Complete these sentences with the present continuous form of the verbs in brackets.

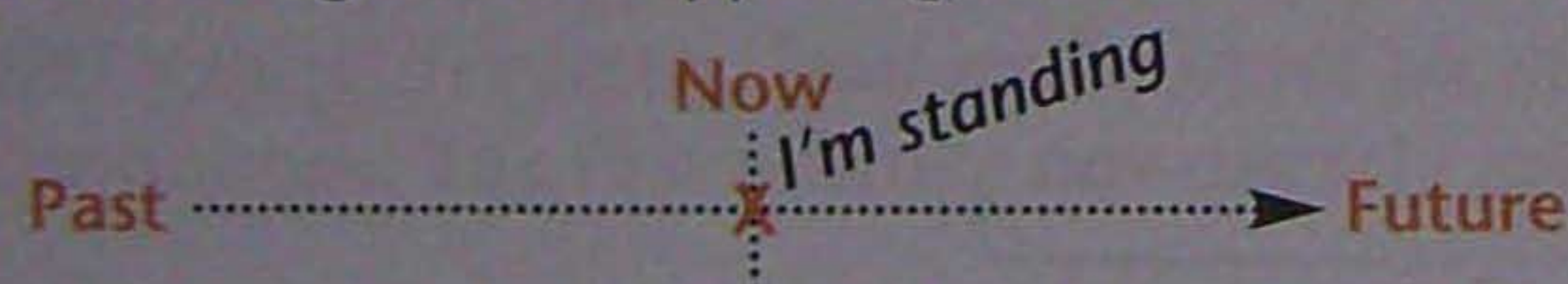
Why _____ you _____? They _____ still _____.

(leave) (perform)

Grammar Explanations

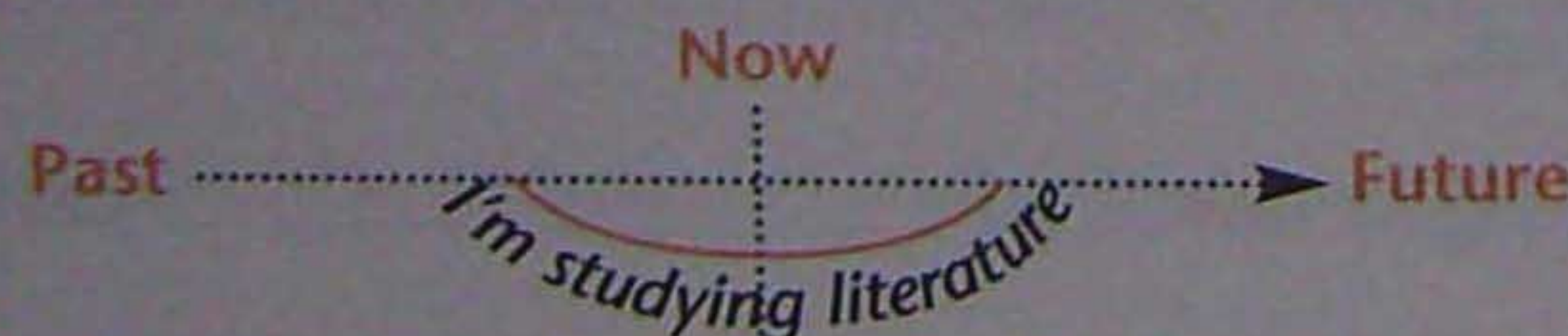
Examples

- Use the **present continuous** to describe something that is happening now.



- I'm standing outside the Theatre Royal **right now**.
- As I'm talking to you, the fans **are gathering** in front of the theatre.

- Use the **present continuous** to describe something that is happening these days, even if it's not happening right now.



- The Airheads **are playing** at the Theatre Royal **this week**.
- I'm studying literature **this term**.

- USAGE NOTE:** The **contracted form** is usually used in speech and in informal writing.

- A:** Bye, Jack, we're leaving now.
B: Wait! I'm coming with you.

Check it out!

For different forms of negative contractions with *be*, see Appendix 24 on page 345.

For spelling rules for the present continuous, see Appendix 19 on page 343.

1

IDENTIFY • Read this letter. Underline the present continuous verbs that describe something happening now. Circle the present continuous verbs that describe things that are happening these days.

Dear Steve,

I'm working very hard these days, but I have some good news. Right now, I'm sitting at a desk in the Entertainment Section of the *Tribune*! Of course I'm still taking journalism classes at night as well. The job is temporary – Joe Sims, the regular reporter, is taking this month off to write a book. This week we're preparing to interview your favourite group, the Airheads. In fact, at this very moment they're flying into town by helicopter. They're performing at the Theatre Royal all week. How are you getting on? Are you still writing music? Oops! The crew are calling me. We're leaving for the theatre now. Write soon!

Steph

2

COMPLETE • Read this conversation. Complete it with the present continuous form of the verbs in brackets. Use contractions whenever possible.

BEV: Bye, Joe, I 'm leaving now.
1. (leave)

JOE: Where _____ you _____?
2. (go)

BEV: I _____ running. Ann _____ downstairs.
3. (go) 4. (wait)

JOE: Great! Why don't you take the dog out with you?

BEV: Why don't you take him? It's your turn.

JOE: I can't. I _____ on my book.
5. (work)

BEV: But you _____ anything right now. You _____ just
6. (not do) 7. (sit) there.

JOE: That's not true. I _____ here but I _____ also
8. (sit) 9. (think) about my work. Can't the dog go with you?

BEV: No, because afterwards we want to go to the Plaza. The Airheads
10. (stay) there this week and Ann wants to get their autographs. You know she's a big fan of theirs.

3

ASK & ANSWER • Steph is interviewing Paul, the lead singer of the Airheads. Write questions using the words in brackets. Give short answers.

STEPH: Paul, _____ are you introducing any new songs on this tour?

1. (introduce / any new songs on this tour?)

PAUL: Yes, we are _____. We're introducing some songs from our new album, *In the Air*.

2. (Yes / we)

STEPH: Your fans are so excited to see you after such a long time.

3. (Why / tour / again?)

PAUL: We want to play for live audiences. We enjoy that.

STEPH: _____

4. (What / work on / these days?)

PAUL: Some exciting new material. But we aren't talking about it yet.

STEPH: _____

5. (Who / sing / now?)

PAUL: Sylvia is singing some of the songs from the album.

STEPH: _____

6. (she / replace / Tina?)

PAUL: _____. Tina has just had a new baby but she'll be back in a few months.

7. (No / she)

4

EDIT • Read this letter. Find and correct six mistakes in the use of the present continuous. The first mistake has already been corrected.

I'm writing

~~I write~~ to you from my hotel room. Everyone else is sleep but I sitting here, looking at

the sea. We're staying at the Plaza in Atlantic Beach and the view is beautiful. The tour is goes well. The audience is crazy about the new songs but the fans is always asking for you.

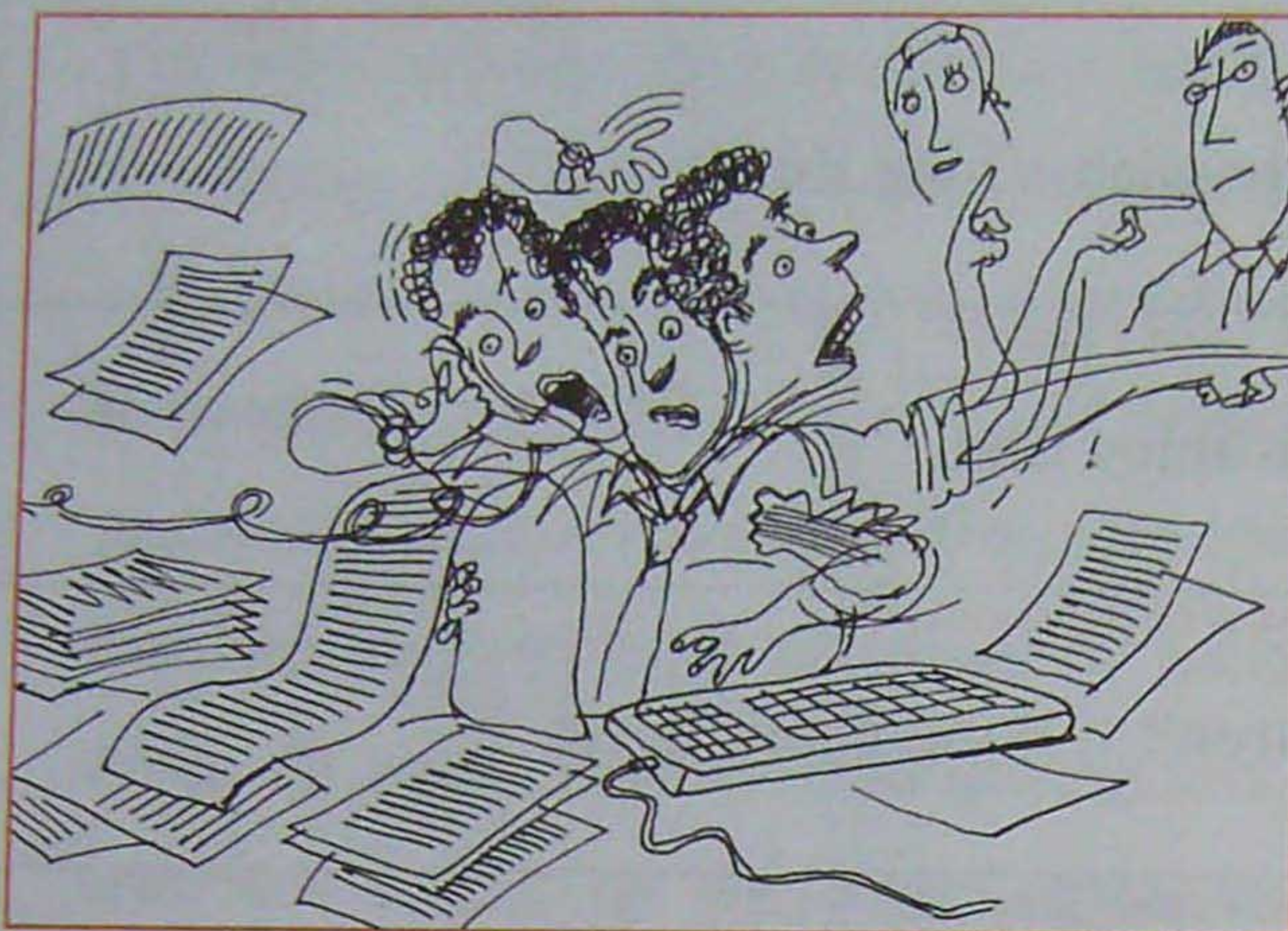
How's the baby? Has she got a good voice? Do you teaching her to sing yet? Maybe both of you will come along for the next tour!

Sylvia



UNIT 2

Present Simple



John **is** always in a hurry and he **does** everything at once.



He **works** all the time – he never **relaxes**.

CHECK POINT

Tick the best caption for the cartoons.

- ☐ John At Work This Week
☐ John's Typical Working Week

CHART CHECK

Circle T (True) or F (False).

- T F** The form for **he/she/it** ends in **-s**.
T F Negative statements have **do not** or **does not** before the base form.
T F Questions have **do** or **does** after the subject.

AFFIRMATIVE STATEMENTS

SUBJECT	VERB
I/We/You*/They	work.
He/She/It	works.

*You is both singular and plural.

NEGATIVE STATEMENTS

SUBJECT	Do NOT	BASE FORM
I/We/You/They	do not don't	work.
He/She/It	does not doesn't	

YES/NO QUESTIONS

Do	SUBJECT	BASE FORM
Do	you	work?
Does	he	

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	I	do.	No,	I	don't.
	he	does.		he	doesn't.

WH- QUESTIONS			
WH- WORD	Do	SUBJECT	BASE FORM
Where	do	you	work?
When	does	he	

EXPRESS CHECK

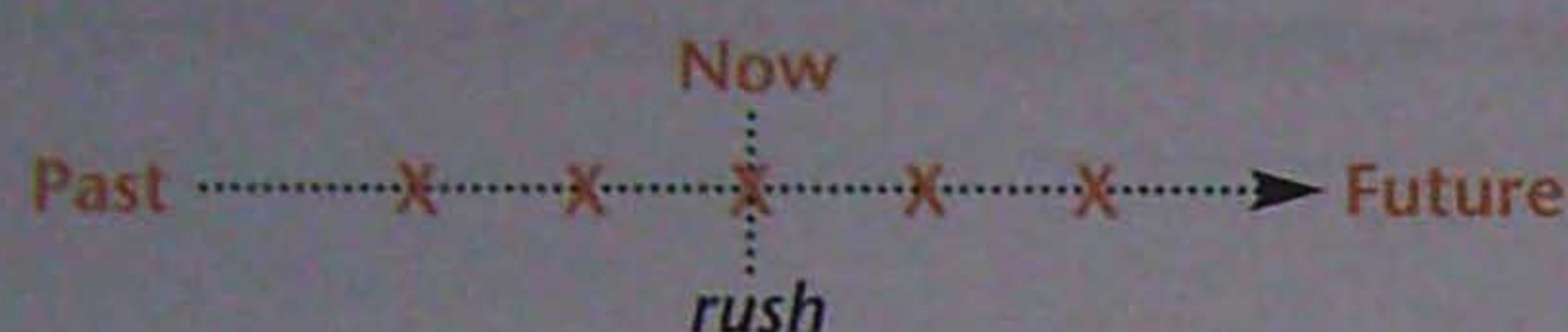
Unscramble these words to complete the question.

work • Why • he • does _____ all the time?

Grammar Explanations

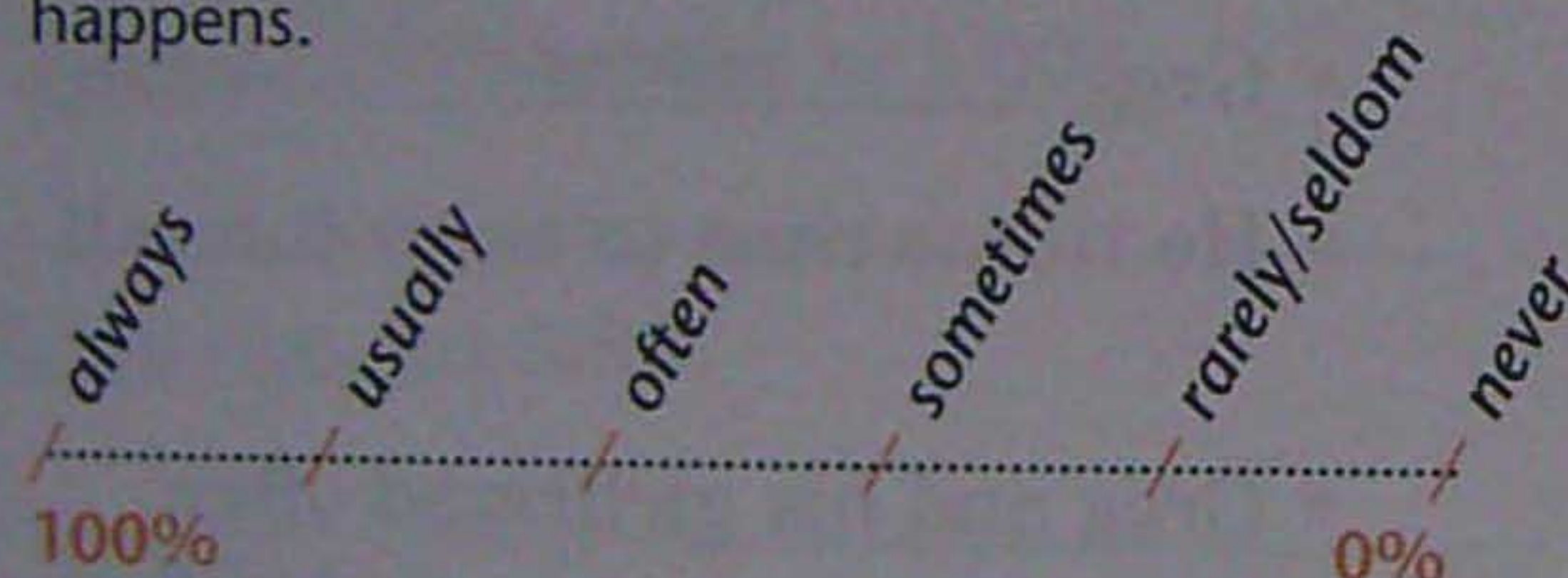
Examples

1. Use the **present simple** to talk about what happens regularly.



- Some people **rush** through life.
- They **don't relax**.
- Other people **are** calm.
- They **don't feel** tense.

2. Use **adverbs of frequency** with the present simple to express how often something happens.



- **BE CAREFUL!** Adverbs of frequency usually come before the main verb but they go after the verb **be**.

- She **never relaxes**.
- You **usually take** life easier.
- We **sometimes sleep** late.
- They **rarely go** on holiday.

- We **usually rush** around too much.
- We're **often** stressed out.

3. Use the **present simple** to talk about scientific facts.

- Stress **causes** high blood pressure.
- Water **freezes** at 0°C.

Check it out!

For spelling rules for the third person singular (*he/she/it*) of the present simple, see Appendix 20 on page 343.

For pronunciation rules for the third person singular (*he/she/it*) of the present simple, see Appendix 27 on page 348.

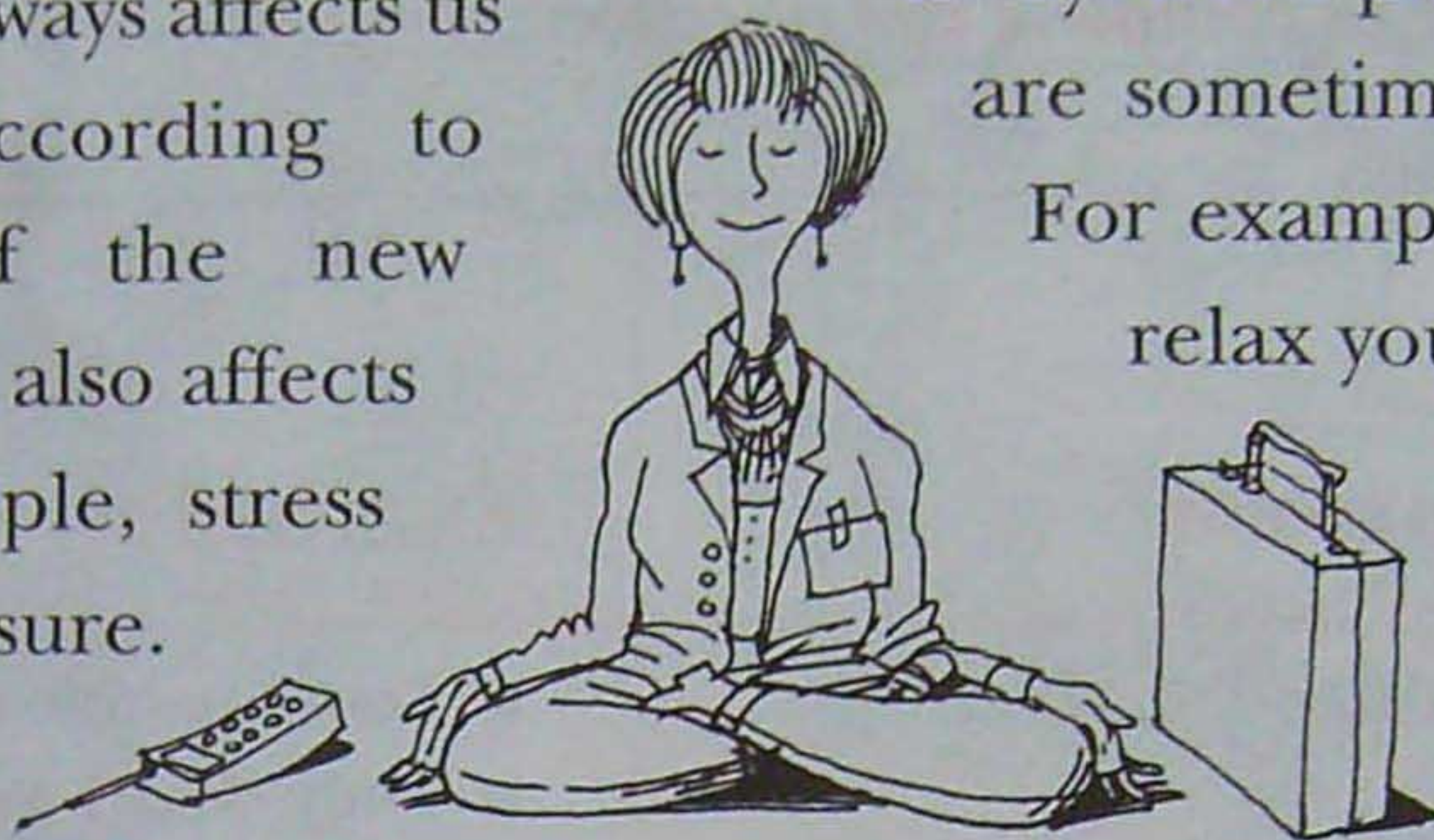
1

IDENTIFY • Read this extract from a book review. Underline the present simple verbs. Circle the adverbs of frequency.

Books Section 10

CALM DOWN! By Dr Sara Roads

In today's fast-paced world, we never escape stress. Stress always affects us psychologically but according to Dr Roads, author of the new bestseller, *Calm Down!*, it also affects us physically. For example, stress causes high blood pressure. Doctors often prescribe



medication for stress-related illnesses. Medicine usually lowers a patient's blood pressure. But, Dr Roads claims, 'You don't always need pills. Relaxation exercises are sometimes as effective as pills. For example, breathing exercises relax you and lower your blood pressure at the same time – and it only takes a few minutes!'

2

COMPLETE • Megan and Greg have completely different types of personality. Read about one and write about the other.

Megan

- Megan **doesn't relax** easily.
- She doesn't take time to enjoy herself.
- Megan and her boyfriend never **go** on holiday.
- She _____ through the day.
- She **is** nervous.
- She **is** always in a hurry.
- She **finishes** other people's sentences for them.
- She _____ a lot.
- She _____ enough time to finish things.
- Megan's **got** high blood pressure due to stress.

Greg

- Greg relaxes easily.
- He **takes** time to enjoy himself.
- Greg and his girlfriend often _____ on holiday.
- He **doesn't rush** through the day.
- He _____ nervous.
- He _____ never in a hurry.
- He _____ other people's sentences for them.
- He **doesn't worry** much.
- He's **got** enough time to finish things.
- Greg _____ high blood pressure due to stress.

3

ASK & ANSWER • Peter is an accountant. Look at his schedule. Write questions and answers about his day.

MONDAY
NOVEMBER 18

6:00–7:00	get up, exercise	12:00–12:30	lunch
8:00–9:00	work on reports	12:30–5:00	return phone calls
9:00–12:00	see clients	5:30–7:00	go to evening class

1. When / get up?

When does he get up?

He gets up at 6:00.

2. exercise in the morning?

Does he exercise in the morning?

Yes, he does.

3. work on reports in the afternoon?

4. When / see clients?

5. have a lunch break?

6. What / do / from 12:30 to 5:00?

7. Where / go / at 5:30?

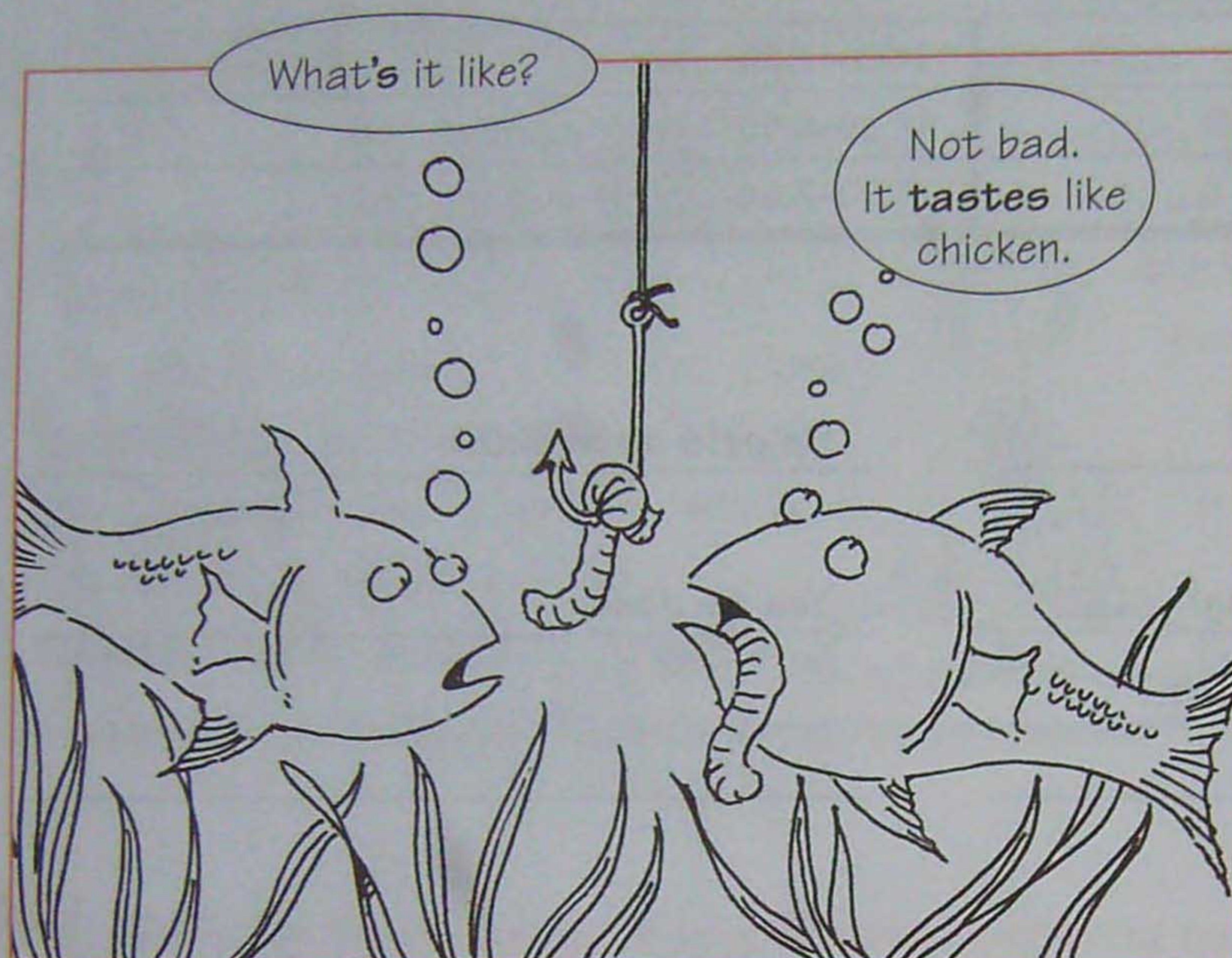
4

EDIT • Read Peter's diary entry. Find and correct ten mistakes in the use of the present simple. The first mistake has already been corrected.

	never have
○	I'm so tired. I have never time to relax. I work all day and studies all night. My boss tell me that I need a holiday. I agree but I afraid to take one. Does my boss thinks that the office can function without me? I dont want them to think I'm not necessary. But my wife is unhappy, too. She complain that she never sees me any more. My schedule are crazy. I don't think I can keep this up much longer. I don't wants to give up evening classes, though. I think often that there has got to be a better way.

UNIT 3

Stative Verbs



CHECK POINT

Tick the correct answer.

According to the fish, the worm

- ☐ has the flavour of chicken.
☐ behaves like a chicken.

CHART CHECK

Circle T (True) or F (False).

- T F** Some verbs have both a stative and an active meaning.
T F A verb used with a stative meaning is not used in the continuous.

VERBS WITH STATIVE MEANINGS

I **want** to go fishing.
 He **owns** a big boat.
 The weather **seems** fine.
 They **hate** fish.

VERBS WITH BOTH STATIVE AND ACTIVE MEANINGS

NON-ACTION	ACTION
The fish weighs five pounds. We think it's a good day for fishing. This fish tastes delicious. This food smells good.	He's weighing the fish now. We're thinking about going. I'm tasting the fish now. The cook is smelling the food.

EXPRESS CHECK

Complete these sentences with the correct form of the verb **weigh**.

I _____ the fish now. It _____ five kilos.

Grammar Explanations

Examples

1. Many verbs describe states or situations instead of actions. These verbs are called **stative verbs**.

Most stative verbs are not usually used in the present continuous even when they describe a situation that is happening now.

- John **owns** a boat.
(The verb **own** describes John's situation, not something he is doing.)

- He **wants** fish for dinner.
NOT ~~He is wanting~~ fish for dinner.

2. Stative verbs are usually verbs that:

- a. describe a **state of being**
(be, feel)
- b. express **emotions**
(hate, like, love)
- c. describe **mental states**
(know, remember, believe, think [= believe], suppose, understand)
- d. show **possession**
(have, have got, own, possess, belong)
- e. describe **perceptions** and **senses**
(hear, see, smell, taste, feel, notice, seem, look [= seem], appear, sound)
- f. describe **needs** and **preferences**
(need, want, prefer)
- g. describe **measurements**
(weigh, cost, contain)

- Jane **is** tired but happy.
- She **feels** good.
- A: Do you **like** my new dress?
B: I **love** it!
- I **know** a lot of good recipes.
- Ali **remembers** your number.
- I **think** you're right.
- This bike **belongs** to Sam.
- Some students **own** microwaves.
- I **feel** relaxed.
- David **seems** tired.
- I **need** a pen.
- How much **does** it **cost**?

3. **Can** is often used with verbs of perception. We do not usually use the continuous form.

- I **can hear** the telephone.
NOT ~~I hear~~ the telephone.
NOT ~~I'm hearing~~ the telephone.
- **Can** you **smell** gas?
NOT ~~Are you smelling~~ gas?

4. **BE CAREFUL!** Some verbs can have stative and active meanings (**taste, smell, feel, look, think, have, weigh**).

STATIVE

- I **can taste** garlic. Did you put some in?
(I notice garlic.)
- The soup **tastes** good. Try some.
(The soup is good.)

ACTION

- I **'m tasting** the soup to see if it needs more salt.
(I'm trying the soup.)

Check it out!

For a list of common stative verbs, see Appendix 2 on page 337.

1

IDENTIFY • Read this conversation. Underline all the stative verbs that describe a situation that is in progress. Circle all the stative verbs that describe a situation that is generally true.

ANNA: This steak tastes delicious. Your salmon looks good, too.

BEN: Here, I'm putting some on your plate. I think you'll like it.

ANNA: Mmm. I do like it! Funny, I usually don't like fish.

BEN: Red has that effect on people.

ANNA: I have no idea what you're talking about. What do you mean?

BEN: Well, colours can change the way we feel. For example, people often feel hungrier in a red room. I notice that you're looking at the red wallpaper.

ANNA: And I certainly feel hungry. I'm eating half your salmon.

BEN: That's OK. I'm tasting your steak. It's delicious!

2

CHOOSE • Complete this magazine article with the correct form of the verbs in brackets.

John Bints is in a sports shop. The flowers smell nice but he isn't really paying attention to the scent because he at a pair of running shoes. They a lot more than he usually pays but John really, really those shoes. He's the victim of 'smart scents', aromas that shops use to make customers buy more.

The other side of the town, John's daughter Myra is doing a history test in a classroom that was recently painted yellow. Although Myra history, she to be doing well on this test. She the new colour of her classroom. She that it's helping her with the test, but it is. Scientists have shown that yellow improves both memory and concentration.

We now that smells, colours and sounds affect our moods and even our health. In fact, right now John's wife, Cindy, about John and Myra. She's sure that John is spending too much on shoes and that Myra is failing another history test. Cindy suffers from migraines but she a headache today. She's in the garden and she to bird and insect sounds. They always calm her down.

3

COMPLETE • Read this conversation. Complete it with the correct form of the verbs in brackets. Use the present continuous or the present simple.

- A: Hi, Ali. Mmm. Something smells good! What's cooking?
1. (smell)
- B: Fish soup. I taste it to see if it needs more garlic.
2. (taste) 3. (need)
- Do you want to try it?
4. (want)
- A: Mmmm. It tastes good but I think it needs salt.
5. (taste) 6. (think)
- B: OK. I think of adding some tomatoes, even though it
7. (think)
- isn't in the recipe.
8. (not be)
- A: That sounds like a good idea. But wait a minute. I look
9. (sound) 10. (look)
- at the recipe and it says you can add milk. How about that?
- B: I don't know if the milk is fresh.
11. (not know) 12. (be)
- A: I'll check. Hmm. I smell it but I am not sure. Let's add
13. (smell) 14. (not be)
- the tomatoes instead.
- B: OK. I love cooking! The whole house smells great
15. (love) 16. (smell)
- when you cook. And it always puts me in a good mood.
- A: I know what you mean. I feel the
17. (know) 18. (mean) 19. (feel)
- same way.

4

EDIT • Read this diary entry. There are eight mistakes in the use of active and stative verbs. Find and correct them. The first mistake has already been corrected.



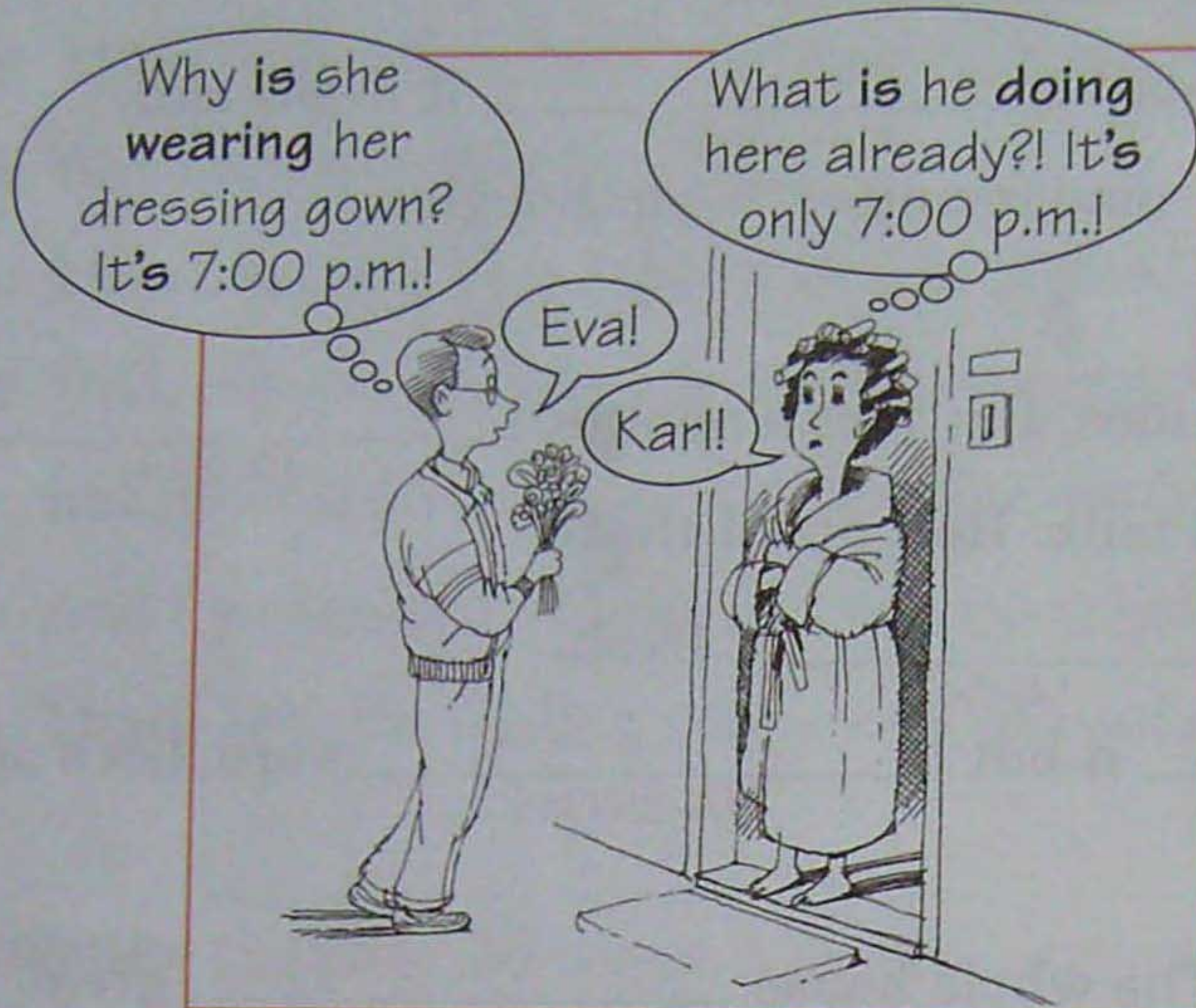
16 March

Not a good day! I feel depressed and I've got a headache. I'm ~~needing~~ ^{need} to do something to change my mood and get rid of this pain. Last week, I'm reading an article about how smells can affect mood and even health, so at the moment I smell an orange (for the depression) and a green apple (for the headache). They smell nice but I'm not thinking that I notice a difference in how I feel! I think I'm preferring to eat something when I feel down. But I worry that I'm weighing too much. So, at the moment I have a cup of peppermint tea with lemon. The article says that the peppermint smell helps you eat less. Well, I don't know about that! A chocolate ice cream sounds pretty good right now! It's seeming that there are no easy solutions.

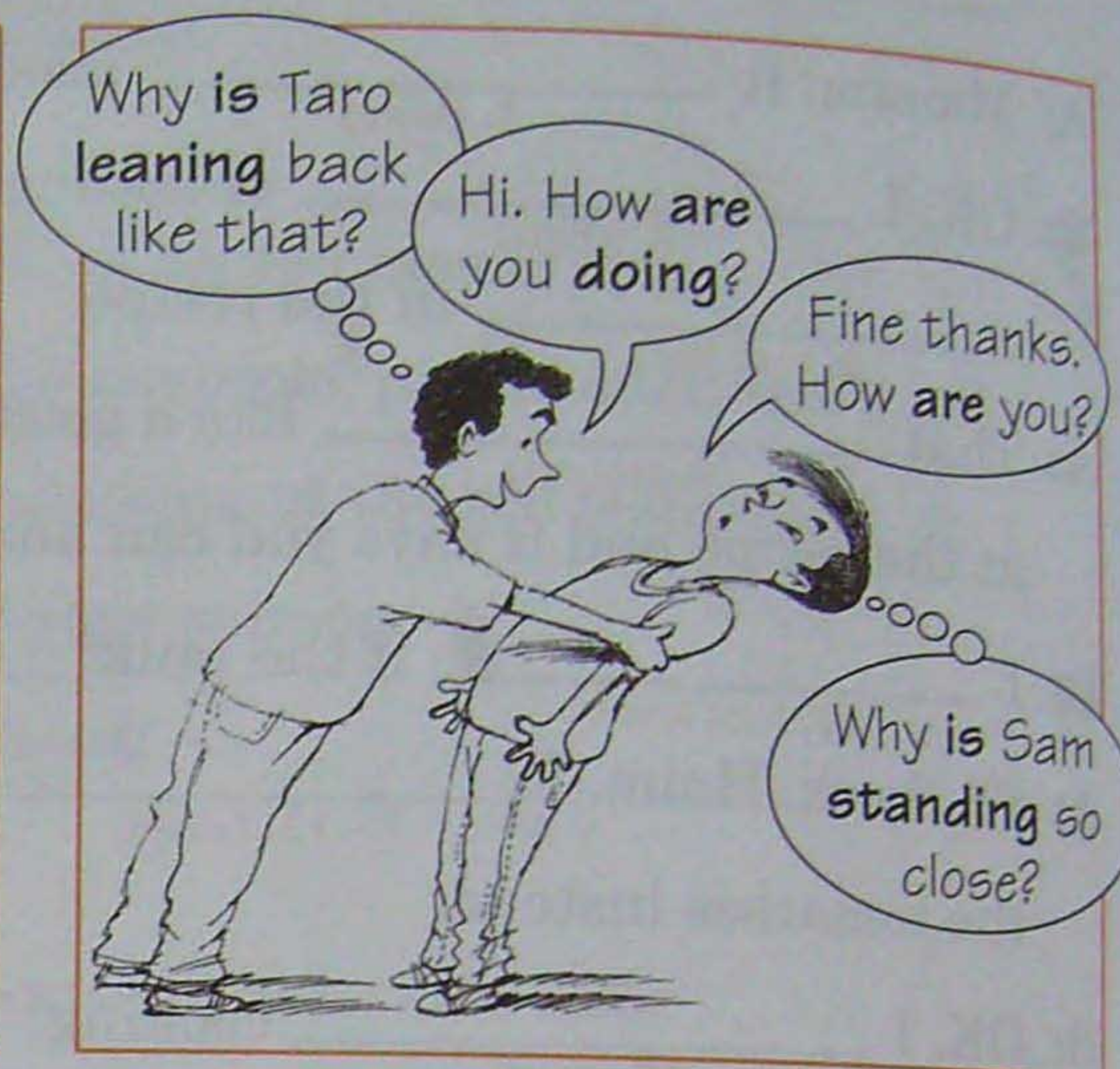
UNIT 4

Present Continuous and Present Simple

Cross-Cultural Confusion



Friends from different cultures often **have** different ideas about time.



Sometimes they **don't agree** about social distance, either.

CHECK POINT

Circle T (True) or F (False).

T F Karl is arriving late tonight.

T F In Sam's culture, people rarely stand close to each other.

CHART CHECK

Tick the correct answers.

The present continuous has:

- ☐ one part
- ☐ two parts

The present simple has:

- ☐ one form
- ☐ two forms

PRESENT CONTINUOUS

SUBJECT	BE	BASE FORM + -ING	
I	am		
We/You*/They	are	arriving	now.
He/She/It	is		

*You is both singular and plural.

PRESENT SIMPLE

SUBJECT		VERB	
I/We/You/They	never	arrive	on time.
	always		
He/She/It		arrives	

EXPRESS CHECK

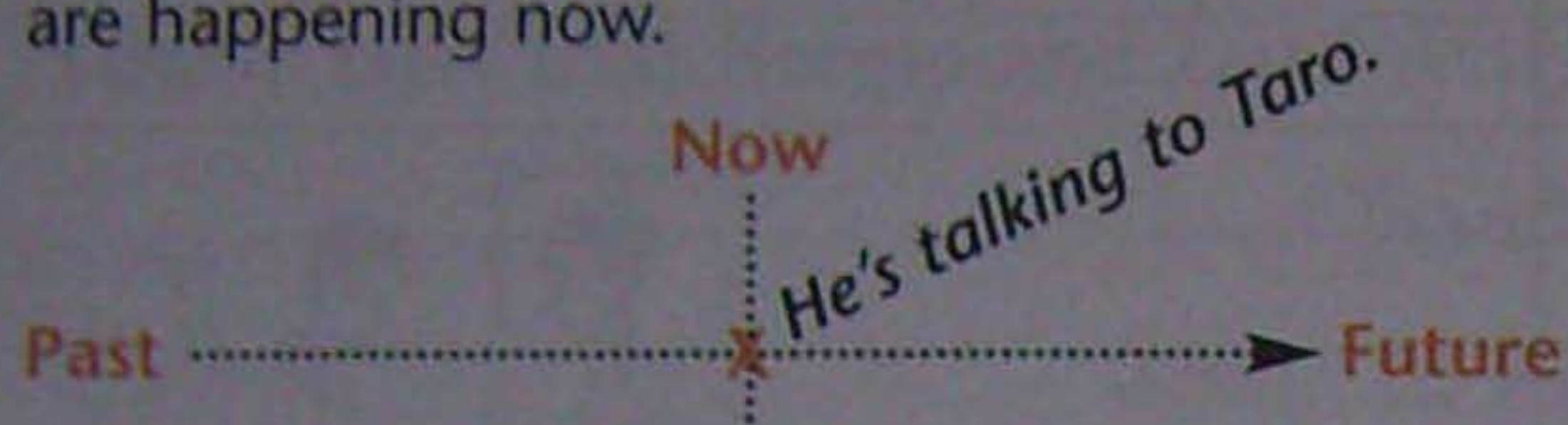
Complete the following charts with the verb **buy**.

PRESENT CONTINUOUS			
SUBJECT	BE	BASE FORM + -ING	
I			flowers now.
You			
He			

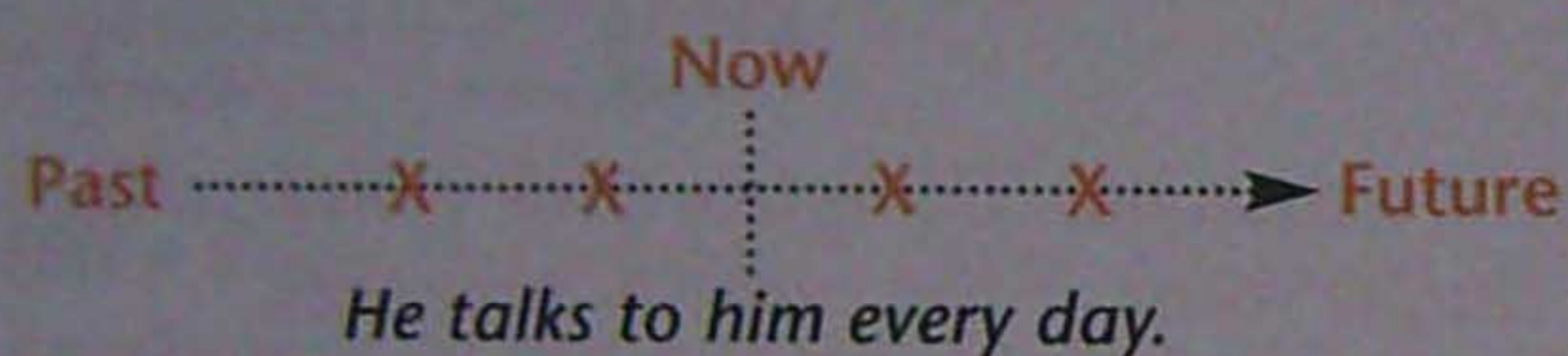
PRESENT SIMPLE			
SUBJECT		VERB	
I	usually		chocolates.
You			
He			

Grammar Explanations

1. Use the **present continuous** for things that are happening now.



Use the **present simple** to describe what happens regularly.

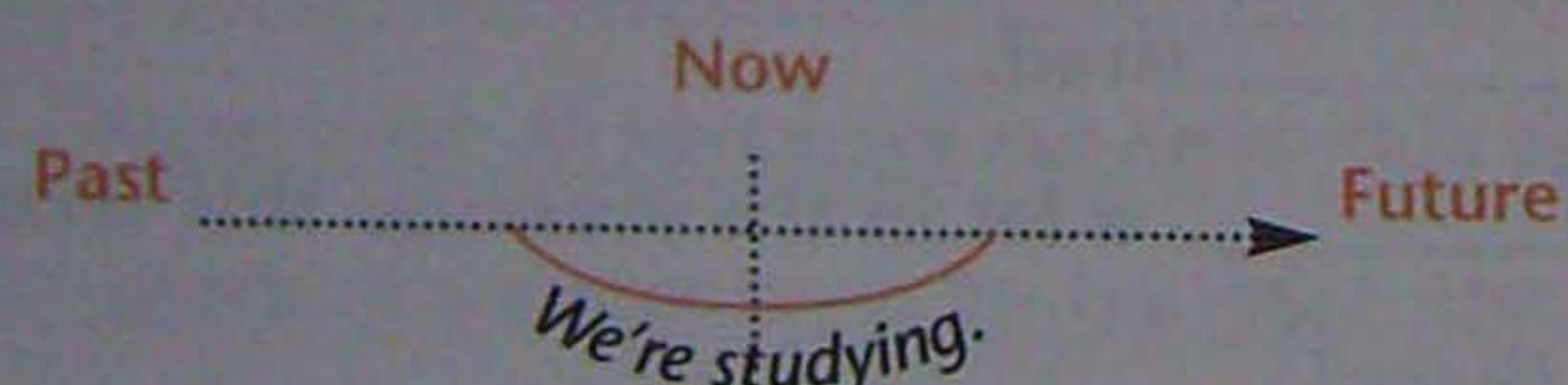


Examples

- Sam **is talking** to Taro.
- At the moment, Taro **is speaking** English.

- Sam **talks** to Taro every day.
- Taro **speaks** Japanese at home.

2. Use the **present continuous** for things happening these days.



- We're **studying** in the US **this month**.
- Laura's **studying** in France **this year**.
- **Are you studying** hard **these days**?

3. **REMEMBER!** Most **stative verbs*** are not usually used in the present continuous even when they describe a situation that exists at the moment of speaking.

- Jane **wants** to go home right now.
- NOT ~~Jane is wanting to go home right now.~~

4. Use the **present simple** to talk about scientific facts and physical laws.

- Stress **causes** high blood pressure.
- Water **boils** at 100°C.

Check it out!

*For a list of common stative verbs, see Appendix 2 on page 337.

1

IDENTIFY • Read these diary entries written by Brian, a student studying in Argentina. Circle all the verbs that describe what is happening now. Underline the verbs that describe what usually happens.

<p>28 June: I'm sitting in a seat 3,000 metres above the earth en route to Argentina! I usually have dinner at this time but right now I've got a headache from the excitement. The person next to me is eating my food. She looks happy.</p>	<p>4 July: The weather is cold now. I usually spend the first weekend of July at the beach but today I'm walking around in a heavy sweater.</p>
<p>30 June: It's 7:30. My host's parents are still working. Carlos, the father, works at home. The youngest son, Ricardo, is sweet. He looks (and behaves) a lot like Bobby. Right now, he's looking over my shoulder and trying to read my diary.</p>	<p>6 August: I feel so tired tonight. Everyone else feels great in the evening because they have long naps in the afternoon.</p>

2

COMPLETE • Some students are talking outside a classroom. Complete their conversations with the present continuous or the present simple form of the verbs in brackets.

1. LI-WU: Hi, Paulo. What are you doing ?
a. (do)

PAULO: Oh, I wait for the class to start.
b. (wait)

LI-WU: How are you? You look tired.
c. (look)

PAULO: I am a little tired. I work a lot in the evenings this term.
d. (work)
Hey, is that your teacher over there?

LI-WU: Yes. She talks to one of my classmates.
e. (talk)

PAULO: I wonder what's wrong. He isn't looking at her. He looks embarrassed.
f. (not look)
g. (look)

LI-WU: Oh. That doesn't mean anything. In Taiwan it's not respectful to look directly at your teacher.
h. (not mean)

2. MORIKO: Look, there's Miguel. He is talking to Luisa.
a. (talk)

NINA: Yes. They do a class together this term.
b. (do)



MORIKO: They c. (stand) very close to each other. e. (go out) you



d. (think) they e. (go out) together?
NINA: No. I f. (not think) it g. (mean)
anything special. I h. (come) from Costa Rica,
and people there normally i. (stand) that
close to each other.

3. RASHA: There's Hans. Why a. (walk) he
b. (not start) so fast? The lesson c. (have got)
until 9:00. He d. (walk) still e. (seem) ten minutes!

CLAUDE: He always d. (walk) fast. People from
Switzerland often e. (seem) to be in a hurry.



4. YOKO: Isn't that Sergio and Luis? Why a. (shake) they
b. (know) hands? They c. (shake) each other.



JING: In Brazil, men d. (meet) hands every
time they d. (meet).

3

EDIT • Read this student's diary. Find and correct eleven mistakes in the use of the present continuous or present simple. The first mistake has already been corrected.

I'm sitting

It's 12:30 and ~~I sit~~ in the library. My classmates are eating lunch together but I'm not hungry yet. At home, we eat never this early. Today our homework topic is 'culture shock'. It's a good topic for me right now because I'm being pretty homesick. I miss my old routine. At home we always are having a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto I'm having a conversation class at 3:00. Every day, I almost fall asleep in class, and my teacher ask me, 'Are you bored?' Of course I'm not bored. I just need my afternoon rest! This class always is fun. This term, we work on a project with video cameras. My team is filming groups of people from different cultures. We are analyse 'social distance'. That means how close to each other people stand. According to my new watch, it's 12:55, so I leave now for my one o'clock class. Teachers here really aren't liking it when you are late!

UNIT 5

Imperative

To do this exercise, **bend** your knees and **place** your right foot in front, like this. **Punch** with your right fist.



CHECK POINT

Check the correct answer.

The woman in the photo is

- ☐ giving instructions on how to do an exercise.
- ☐ ordering someone to do an exercise.

CHART CHECK

Tick the correct answer.

Imperative sentences

- ☐ include a subject.
- ☐ don't include a subject.

AFFIRMATIVE

BASE FORM OF VERB	
Bend	your knees.
Punch	with your fist.

NEGATIVE

DON'T	BASE FORM OF VERB	
Don't	bend	your knees.
Don't	punch	with your fist.

EXPRESS CHECK

Use these verbs to complete the charts.

touch listen stand up

AFFIRMATIVE		NEGATIVE		
BASE FORM OF VERB		DON'T	BASE FORM OF VERB	
	to the music.			to the music.
	your toes.			your toes.
	straight.			straight.

Grammar Explanations**Examples**

1. The **imperative** form of the verb is always the base form. It is the same whether it is directed at one or several people.

- Mary, please **get** ready.
- **Get** ready, guys!

2. The **subject** of an imperative statement is **you**. However, we do not say or write *you* in imperative sentences.

- **Stand up** straight.
- NOT ~~You stand up~~ straight.

3. The imperative form has a number of **uses**. Use the imperative to:

- a. give **directions** and **instructions**
- b. give **orders** or **commands**
- c. make **requests** (Use *please* in addition to the imperative form.)
- d. give **advice** or make **suggestions**
- e. give **warnings**
- f. **invite** someone

- **Turn** left at the traffic lights.
- **Don't move!**
- **Please read** this article.
- **Read** this article, *please*.
- **Don't exercise** if you feel unwell.
- **Be** careful! **Don't trip over** that mat!
- **Come** to the gym with us tomorrow.

1

MATCH • Match each imperative with the correct situation.**Imperative**

- 9 1. Don't touch that!
2. Look both ways.
3. Dress warmly!
4. Don't bend your knees.
5. Mark each answer true or false.
6. Come in. Make yourself at home.
7. Add a little more pepper.

Situation

- a. Someone is visiting a friend.
- b. Someone is going out into the cold.
- c. Someone is crossing a street.
- d. Someone is taking an exam.
- e. Someone is exercising.
- f. Someone is tasting some food.
- g. Something is hot.

2

MATCH • You're going to give instructions for making a banana-strawberry shake. Match a verb from column A with a phrase from column B.**Column A**

Add
Slice
Wash
Cut
Blend
Pour

Column B

the ingredients until smooth.
six strawberries.
a banana.
orange juice into the blender.
the strawberries in half.
the fruit to the orange juice.

LABEL • Now write the sentences in order under the correct pictures.1. Slice a banana.

2. _____



3. _____



4. _____



5. _____



6. _____

3

CHOOSE & COMPLETE • Read this advertisement for a martial arts school. Complete it using the affirmative or negative imperative form of the verbs in the box.

get	choose	reduce	improve	learn
miss	register	take	think	delay

MARTIAL ARTS ACADEMY

Don't think ^{1.} that martial arts is only about physical training. A good martial arts programme offers many other benefits as well. ^{2.} self-defence and more at the Martial Arts Academy:

- ◆ ^{3.} stress. Martial arts training helps you relax.
- ◆ ^{4.} your concentration. Martial arts students focus better.
- ◆ ^{5.} fit. Strength and flexibility improve as you learn.

We are offering an introductory trial membership. ^{6.} this special opportunity. ^{7.} lessons with Master Lorenzo Gibbons, a ninth-level Black Belt Master. ^{8.} classes from our convenient timetable.

^{9.} ! ^{10.} now for a two-week trial.

ONLY £20. ♦ UNIFORM INCLUDED.



4

EDIT • Read part of a martial arts student's essay. Find and correct five mistakes in the use of the imperative. The first mistake has already been corrected.

For the Black Belt essay, Master Gibbons gave us this assignment:
^{Write}
~~You write~~ about something important to you. My topic is *The Right Way*, the rules of life for the martial arts. First, respects other people – treat them the way you want them to treat you. Second, helped people in need. In other words, use your strength for others, not to use it just for your own good. Third, no lie or steal. These are the most important rules to me.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A B C D

1. _____ ready for school? It's already 7:00.
 (A) Do you get (C) You get
 (B) Are you getting (D) You are getting
2. Nick _____ to Greece every year to visit his family.
 (A) is going (C) go
 (B) he goes (D) goes
3. Why _____? The lesson isn't over yet.
 (A) are you leaving (C) do you leave
 (B) you are leaving (D) you leaving
4. Something _____ good. Is that fresh bread in the oven?
 (A) smells (C) smell
 (B) is smelling (D) smelling
5. Which class _____ best?
 (A) are you liking (C) you like
 (B) you are liking (D) do you like
6. _____ loose clothes to exercise. You'll be more comfortable.
 (A) Wear (C) Wears
 (B) Wearing (D) You wear
7. Please _____ to class on time. We start at exactly 9:00.
 (A) we come (C) you're coming
 (B) come (D) comes
8. I _____ something outside. Are the doors locked?
 (A) 'm hearing (C) hearing
 (B) can hear (D) hears
9. Walk! _____ run!
 (A) Not (C) Don't
 (B) No (D) You don't
10. —Do you like fish?
 —Yes, I _____.
 (A) am (C) don't
 (B) do (D) like

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

11. Harry works all the time. He _____. A B C D
 (A) never relaxes (C) often relaxes
 (B) relaxes never (D) relaxes sometimes
12. What _____ these days? A B C D
 (A) are you doing (C) you are doing
 (B) do you do (D) you do
13. The baby's so big! How much _____ now? A B C D
 (A) weigh (C) is she weighing
 (B) she weighs (D) does she weigh
14. —Are you taking an English class this term?
 —Yes, I _____. A B C D
 (A) take (C) do
 (B) am taking (D) am
15. Water _____ at 100°C. A B C D
 (A) boil (C) boiled
 (B) boils (D) is boiling

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

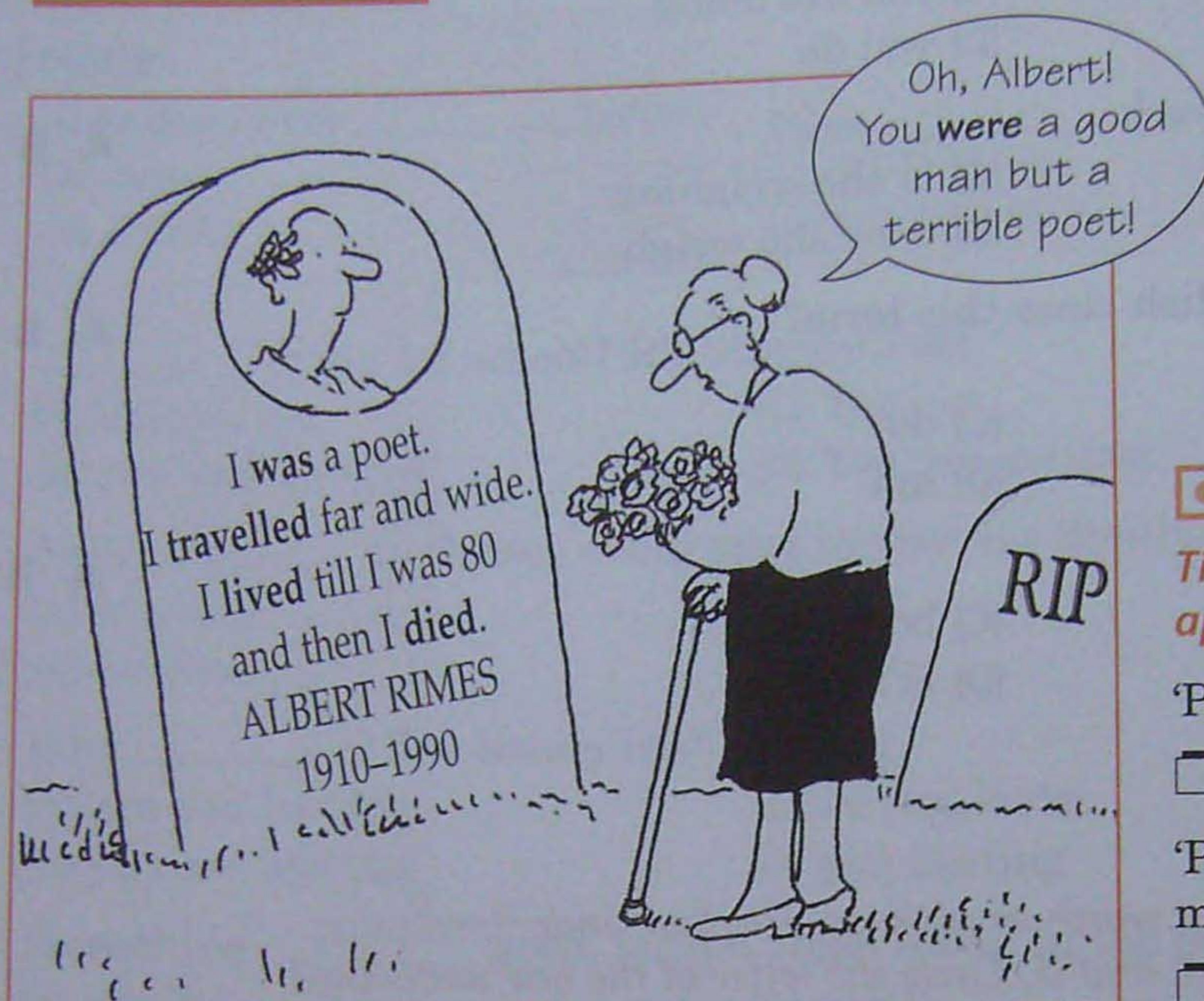
Mike usually drives to school but today he walks.
A B C D

A B C **D**

16. Fran usually is swimming before work but this morning she's jogging. A B C D
A B C D
17. The wind is blowing, it rains and the sky looks grey. A B C D
A B C D
18. Where you are working these days after school? A B C D
A B C D
19. The floor is wet so walk slowly and no fall down! A B C D
A B C D
20. Something is seeming different — are you wearing a new perfume? A B C D
A B C D
21. We always eat out because we hates cooking. A B C D
A B C D
22. Peter arrives usually early but today he's late. A B C D
A B C D
23. I need my CD player if you don't using it at the moment. A B C D
A B C D
24. I never have anything to write with because I'm always lose my pens. A B C D
A B C D
25. Turn left at the lights and you don't forget to signal! A B C D
A B C D

UNIT 6

Past Simple: Affirmative Statements



CHECK POINT

Tick the year these sentences
appeared in the newspaper.

'Poet Albert Rimes lives in Belgium.'

☐ 1989 ☐ 1999

'Poet Albert Rimes lived in Belgium
most of his life.'

☐ 1989 ☐ 1999

CHART CHECK

Tick the correct
answer.

How many forms
has the past tense
of **be** got?

☐ one ☐ two

What do you add to
the base form of
regular verbs to form
the past tense?

☐ -d or -ed ☐ -t

THE PAST SIMPLE: BE

SUBJECT	BE	
I/He/She/It	was	young in 1930.
We/You*/They	were	

*You is both singular and plural.

THE PAST SIMPLE: REGULAR VERBS

SUBJECT	VERB	
I/He/She/It/We/You/They	moved	fifty years ago.
	worked	

THE PAST SIMPLE: IRREGULAR VERBS

SUBJECT	VERB	
I/He/She/It/We/You/They	wrote	poetry.
	became	famous.
	built	a monument.

EXPRESS CHECK

Complete the chart.

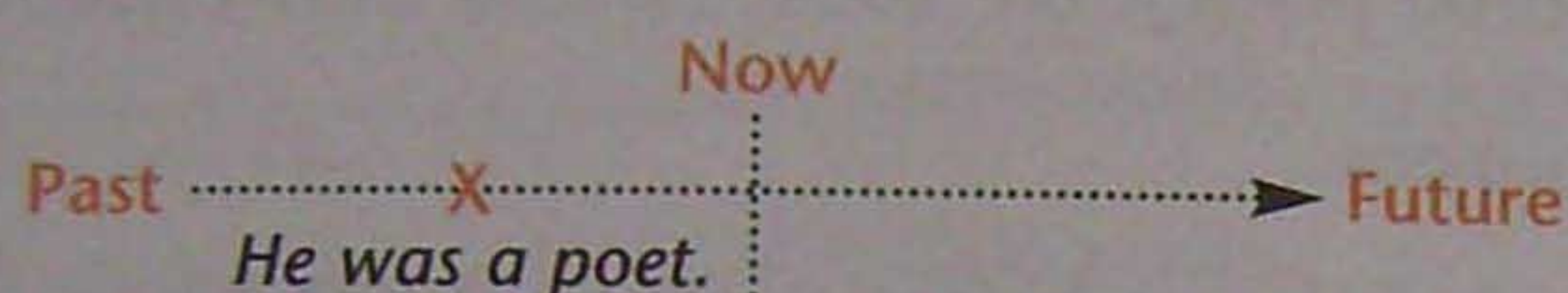
BASE FORM OF VERB	PAST SIMPLE
be	_____ and _____
come	_____
save	_____

Grammar Explanations

Examples

- Use the **past simple** to talk about things that are now finished.

- Albert Rimes **lived** in the twentieth century.
- He **was** a poet.
- He **wrote** poetry.



- You can use the **past simple** with **time expressions** that refer to the past (*last week, by 1980, in the twentieth century, fifty years ago*).

- **By 1930**, he **was** famous.
- He **died** over **ten years ago**.

- The **past simple** of **regular verbs** is formed by adding **-d** or **-ed**.

► **BE CAREFUL!** There are often spelling changes when you add **-ed** to the verb.

Many common verbs are **irregular**. Their past tense is not formed by adding **-d** or **-ed**.

BASE FORM		PAST SIMPLE
live	→	lived
join	→	joined
play	→	played
study	→	studied
hop	→	hopped
be	→	was/were
have	→	had
get	→	got
go	→	went

Check it out!

For spelling rules for the past simple of regular verbs, see Appendix 21 on page 344.

For pronunciation rules for the past simple of regular verbs, see Appendix 28 on page 348.

For a list of irregular verbs, see Appendix 1 on pages 336–337.

1

IDENTIFY • Read about Japanese poet Matsuo Basho. Underline all the regular past tense verbs. Circle all the irregular past tense verbs.



Matsuo Basho wrote more than 1,000 three-line poems or 'haiku'. He chose topics from nature, daily life and human emotions. He became one of Japan's most famous poets and his work established haiku as an important art form.

Matsuo Basho was born near Kyoto in 1644. His father wanted him to become a samurai (warrior). Instead, Matsuo moved to Edo (present-day Tokyo) and studied poetry. By 1681, he had many students and admirers.

Basho's home burnt down in 1682. Then, in 1683, his mother died. After these events, Basho felt restless. In 1684, he travelled on foot and on horseback all over Japan. Sometimes his friends joined him and they wrote poetry together. Travel was difficult in the seventeenth century and Basho was often ill. He died in 1694 during a journey to Osaka. At that time he had 2,000 students.

2

CHOOSE & COMPLETE • Read this biography of another poet, Emily Dickinson. Complete it using the past simple form of the verbs in the box.

be become lead leave ~~live~~ see wear write

Emily Dickinson, one of the most popular American poets, lived ^{1.} from 1830 to 1886. She ^{2.} about love, nature and time. These ^{3.} her favourite themes. Dickinson ^{4.} an unusual life. After just one year of college, she ^{5.} a recluse – she almost never ^{6.} her house in Amherst, Massachusetts. At home, she ^{7.} no one except her family, and she only ^{8.} white.



address appear happen write

In addition to her poetry, Dickinson _____ many letters. Other people always _____ the envelopes for her. During her lifetime only seven of her 1,700 poems _____ in print – and this _____ without her knowledge or permission.

Now complete these lines from a poem by Emily Dickinson.

bite ~~come~~ drink eat hop see

A bird _____ came _____ down the walk:
He did not know I _____;
He _____ an angle-worm in halves
And _____ the fellow raw.
And then he _____ a dew
From a convenient grass,
And then _____ sidewise to the wall
To let a beetle pass.



3 EDIT • Read part of a student's diary. Find and correct eight mistakes in the use of the past simple. The first mistake has already been corrected.

○ _____ Today in class we read a poem by Robert Frost. I really ~~enjoy~~ ^{enjoyed} it. It was about a person who choosed between two roads in a forest. Before he made his decision, he spents a lot of time trying to decide which road to follow. Many people thought the person were Frost. In the end, he take the road that was less travelled on. He decided to be a poet. That decision change his life a lot.

Sometimes I feel a little like Frost. Two years ago I decide to come to this country. That were the biggest decision of my life.

UNIT 7

Past Simple: Negative Statements and Questions

THE DAILY NEWS

DID SHE CRASH?

—LAE, NEW GUINEA, JULY 2, 1937. Amelia Earhart's small plane left the island of Lae at exactly 12:00 midnight. She **was not** alone on the flight but she and Fred Noonan, her navigator, were very tired. She reported her last position at 8:14 p.m. After that, she **did not make** radio contact again. Why **did** they **disappear**? **Were** they exhausted? **Did** they **run out** of fuel? The US Coast Guard started its search for the answer at 10:15 p.m.



CHECK POINT

Circle T (True), F (False), or ? (the article doesn't say).

T F ? The plane crashed.

T F ? Earhart made radio contact after 8:14 p.m.

T F ? Earhart had a navigator with her.

PAST SIMPLE: NEGATIVE STATEMENTS

CHART CHECK 1

Tick the correct answers.

What word do you add to **be** to form a negative statement?

☐ **not** ☐ **did not**

What do you add to other verbs to form a negative statement?

☐ **not** ☐ **did not**

BE			
SUBJECT	BE	NOT	
I/He/She/It	was	not	here last year.
We/You*/They	were	n't	

*You is both singular and plural.

CONTRACTIONS

was not = **wasn't**

were not = **weren't**

REGULAR AND IRREGULAR VERBS

SUBJECT	DID NOT	BASE FORM OF VERB	
I/He/She/It	did not	call	last night.
We/You/They	didn't	fly	

CONTRACTIONS

did not = **didn't**

PAST SIMPLE: QUESTIONS

CHART CHECK 2

Tick the correct answer.

Which word(s) can begin *yes/no* questions with **be**?

- ☐ **was**
☐ **were**
☐ **did**

Which word(s) can begin *yes/no* questions with other verbs?

- ☐ **was**
☐ **were**
☐ **did**

YES/NO QUESTIONS: BE

BE	SUBJECT	
Was	she	here last year?
Were	they	

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	she	was.	No,	she	wasn't.
	they	were.		they	weren't.

WH- QUESTIONS: BE

WH- WORD	BE	SUBJECT	
Why	was	she	here last year?
	were	they	

YES/NO QUESTIONS: OTHER VERBS

DID	SUBJECT	BASE FORM	
Did	she	fly	to Mexico?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, she did.	No, she didn't.

WH- QUESTIONS: OTHER VERBS

WH- WORD	DID	SUBJECT	BASE FORM
Why	did	it	disappear?

EXPRESS CHECK

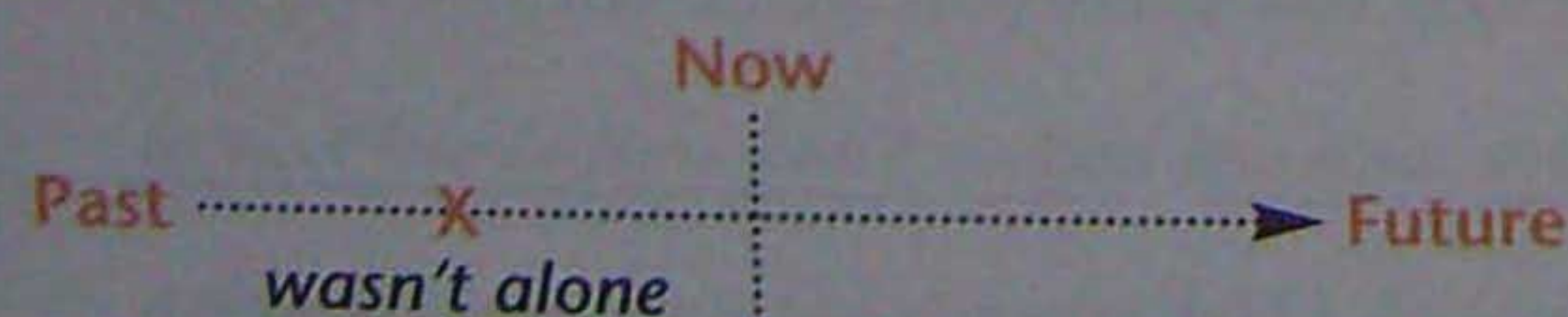
Unscramble these words to form a question and an answer.

navigator • she • have • Did • a _____?
 she • didn't • No _____.

Grammar Explanations

Examples

1. Use the **past simple** to make **negative statements** about actions or situations that are now finished.



- She **wasn't** alone.
- They **weren't** on an island.
- They **didn't find** the plane.
- He **didn't call** that night.

2. Use the **past simple** to ask **questions** about actions or situations that are now finished.

- **Was** she alone in the plane?
- Where **did** she **leave** from?

Check it out!

For questions about the subject, see Unit 24 on pages 102–103.

1

READ • Look at some facts about Amelia Earhart.

- She was born in the United States.
- She didn't get a degree.
- She didn't keep her first plane.
- She flew across the Atlantic Ocean.

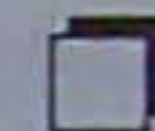
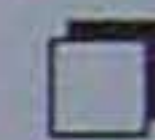
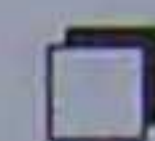
- She received many awards.
- She married George Palmer Putnam.
- She didn't have any children.
- She wrote three books.

ANSWER • Tick the correct box.

1. Did she get many awards?
2. Was she a university graduate?
3. Was she an American citizen?
4. Did she keep her first plane?
5. Was she an author?
6. Did she have a husband?
7. Was she a parent?

Yes

No



2

ASK & ANSWER • Use the cues to ask questions about Amelia Earhart. Then answer the questions with the information in the box.

~~in 1928~~ in 1937 American at Columbia University for two years New Guinea three

1. When / she / cross the Atlantic Ocean?

When did she cross the Atlantic Ocean?

In 1928.

2. Where / she / study?

3. How long / be / she / a social worker?

4. Where / her last flight / leave from?

5. How many books / she / write?

6. What / be / her nationality?

7. When / she / disappear?

3

COMPLETE • The magazine Flying High (FH) interviewed a young pilot. Complete the interview with the correct form of the verbs in brackets and with short answers.

- FH: Did you always want to be a pilot?
1. (want)
- SUE: Yes, I did. I saw a documentary about Amelia Earhart when I was six. She became my role model.
2.
- FH: your parents happy with your decision?
3. (be)
- SUE: , they . They me to fly.
4. 5. (not want)
- FH: Why not? they it was too dangerous?
6. (feel)
- SUE: , they . But I was very determined, and they me from pursuing my dream.
7. 8. (not stop)
- FH: you ever of flying around the world?
9. (dream)
- SUE: Of course. But I it would happen so soon.
10. (not think)
- FH: you alone on the flight?
11. (be)
- SUE: , I . I had a co-pilot.
12.
- FH: it difficult to find a co-pilot for this flight?
13. (be)
- SUE: , it . She's my flatmate.
14.

4

EDIT • Read this postcard. Find and correct six mistakes in the use of the past simple. The first mistake has already been corrected.

Hi! Did you ~~received~~ ^{receive} my last letter? I didn't knew your new address so I sent it to your old one. When you moved? Did your flatmate move with you? Right now I'm on board a plane flying to El Paso to visit Ana. Did you met her at the conference last year? I wanted to visit her in June but I no had the time. At first I was going to drive from Los Angeles but I decided to fly instead. This is only my third flight but I love flying! I didnt know flying could be so much fun! Hope to hear from you.

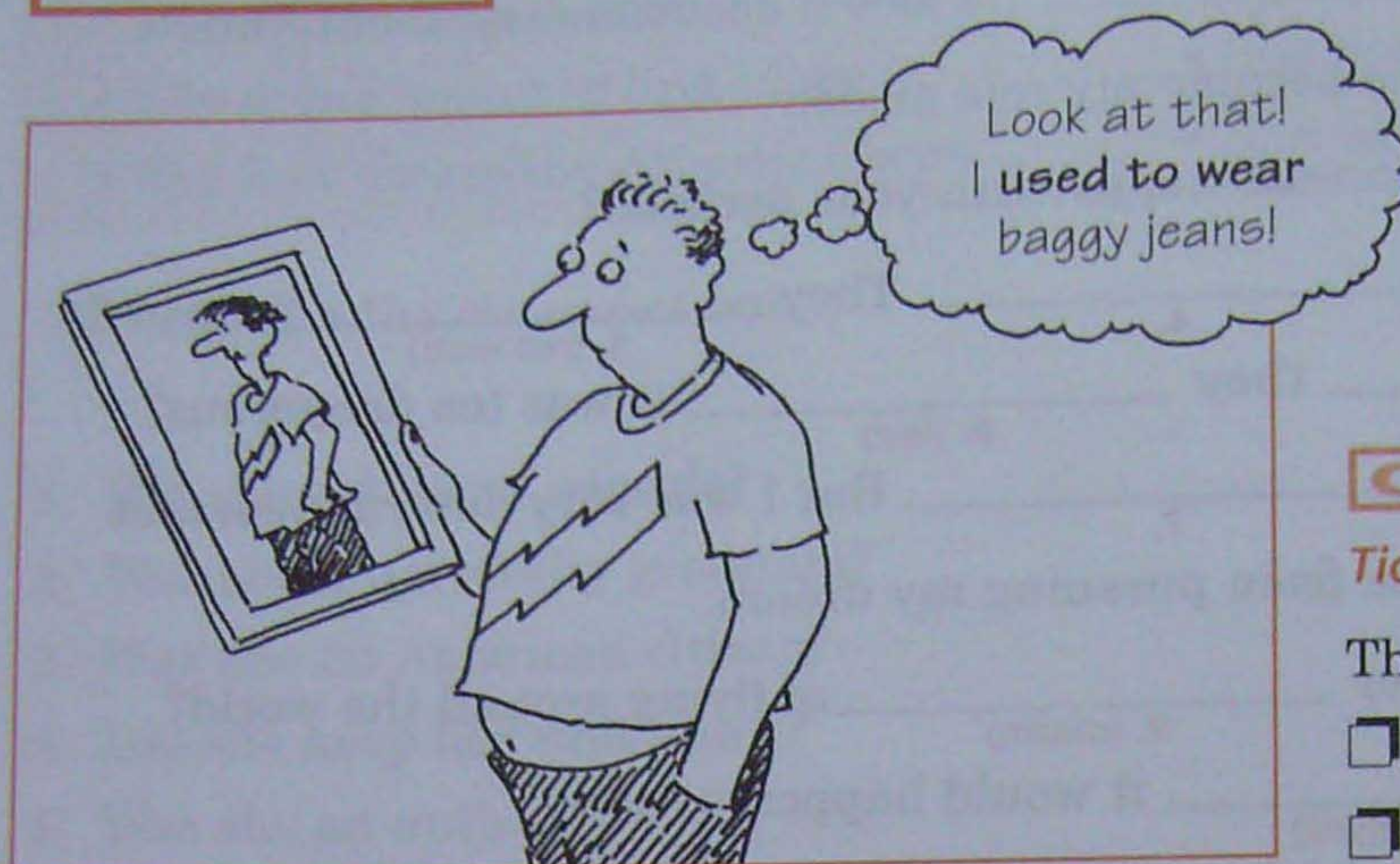
—M.



To: Sue Jacobs
16 Beckley Avenue
Moreton
Gloucestershire
GL56 5BQ

UNIT 8

Used to



CHECK POINT

Tick the correct answer.

The man is thinking about

- ☐ a habit he has now.
☐ a habit he had in the past.

CHART CHECK 1

Circle T (True) or F (False).

T F In affirmative statements, **used to** is used with all subjects.

AFFIRMATIVE STATEMENTS

SUBJECT	USED TO	BASE FORM OF VERB
I She They	used to	wear jeans.

NEGATIVE STATEMENTS

SUBJECT	DIDN'T USE TO	BASE FORM OF VERB
I She They	didn't use to	wear jeans.

CHART CHECK 2

Tick the correct answer.

In questions, what form of **used to** is used?

- ☐ **did . . . used to**
☐ **did . . . use to**

YES/NO QUESTIONS

DID	SUBJECT	USE TO	BASE FORM
Did	you she they	use to	wear jeans?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	I she they	did.	No,	I she they	didn't.

WH- QUESTIONS

WH- WORD	DID	SUBJECT	USE TO	BASE FORM
What	did	you she they	use to	wear?

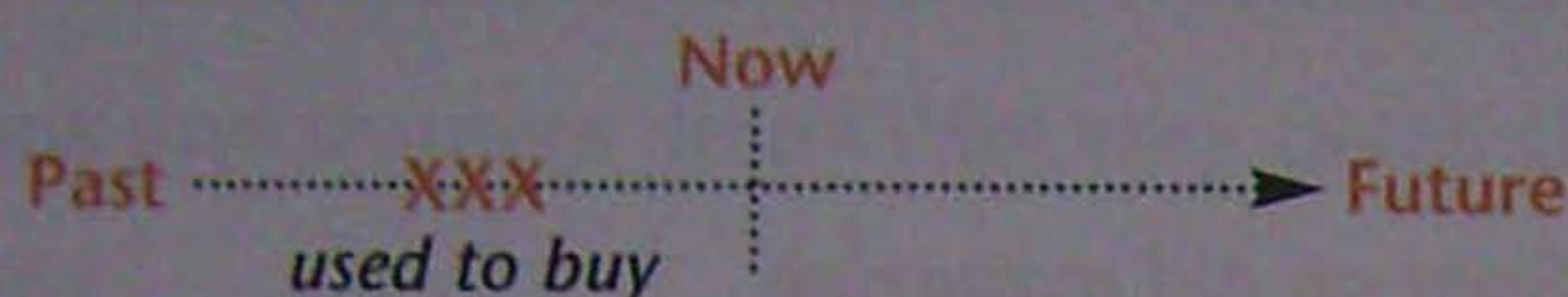
EXPRESS CHECK

Circle the correct words to complete these sentences.

- He used to / uses to wear baggy jeans.
- Did you use to / used to shop for clothes with your friends?
- What did your parents use to saying / say about your clothes?

Grammar Explanations**Examples**

1. Use **used to** + base form of the verb to talk about **past habits** or **past situations** that no longer exist in the present.



- **BE CAREFUL!** **Used to** always has a past meaning. There is no present form.

- Leo **used to buy** baggy jeans.
(In the past, he often bought baggy jeans.
He doesn't buy baggy jeans now.)

- In his youth, Leo **used to be** thin.
NOT ~~Today Leo used to be thin.~~

2. We usually use **used to** in sentences that **contrast the past and the present**. We often emphasise this contrast by using time expressions such as **now**, **no longer** and **not any more** with the present.

- Jeans **used to come** only in blue.
Now you can buy them in any colour.
- They **used to live** in Genoa but they **no longer** live there.
- She **used to wear** a size 6 but she **doesn't any more**.

3. **BE CAREFUL!** Form **questions** with **did** + **use to**.

Form the **negative** with **didn't** + **use to**.

USAGE NOTE: **Used to** is more common in affirmative statements than in negative statements or questions. The negative form **used not to** is also possible but **didn't use to** is more common.

- **Did** you **use to** wear jeans?
NOT ~~Did you used to wear jeans?~~
- They **didn't use to** come in different colours.
NOT ~~They didn't used to come ...~~
- Jeans **used not to** be so expensive.

4. **BE CAREFUL!** Do not confuse **used to** + base form of the verb with the following expressions:

be used to (be accustomed to)

get used to (get accustomed to)

- I **used to wear** tight jeans.
(It was my past habit to wear tight jeans.)
- I **'m used to getting** up early.
(It's normal for me to get up early.)
- I **got used to living** in London.
(I became accustomed to living there.)

1

IDENTIFY • Read this fashion article. Underline all the forms of **used to** that refer to a habit in the past.

In many ways, fashion used to be much simpler. Women didn't use to wear trousers to the office and men's clothes never used to come in bright colours. People also used to dress in special ways for different situations. They didn't use blue jeans as business clothes or wear tracksuits when

they travelled. Today you can go to the opera and find some women in evening gowns while others are in blue jeans. Even buying jeans used to be easier – they came only in blue denim. I'm still not used to buying green jeans and wearing them to work!

2

CHOOSE & COMPLETE • Look at these pictures from an old magazine. Use the verbs in the box with **used to**. Write one sentence about each picture.

~~be~~ carry dance dress have wear



1. Women's skirts used to be long and formal.



2. All men used to have long hair.



3. Children used to like adults.



4. Men and women used to at formal balls.



5. Women used to wear many petticoats under their skirts.



6. Men used to carry walking sticks.

3

Rewrite the sentences so that the meaning stays the same. Use the correct form of **used to**.

1. In the past, did people worry about fashion as much as they do now?

Did people use to worry about fashion as much as they do now?

2. When trainers were first made, they only came in two colours – black and white.

Trainers

3. They didn't cost as much as they do these days.

They

4. Did people wear jeans fifty years ago?

Did

5. Jeans and trainers didn't cost very much thirty years ago.

Jeans

6. Did women wear jeans?

Did

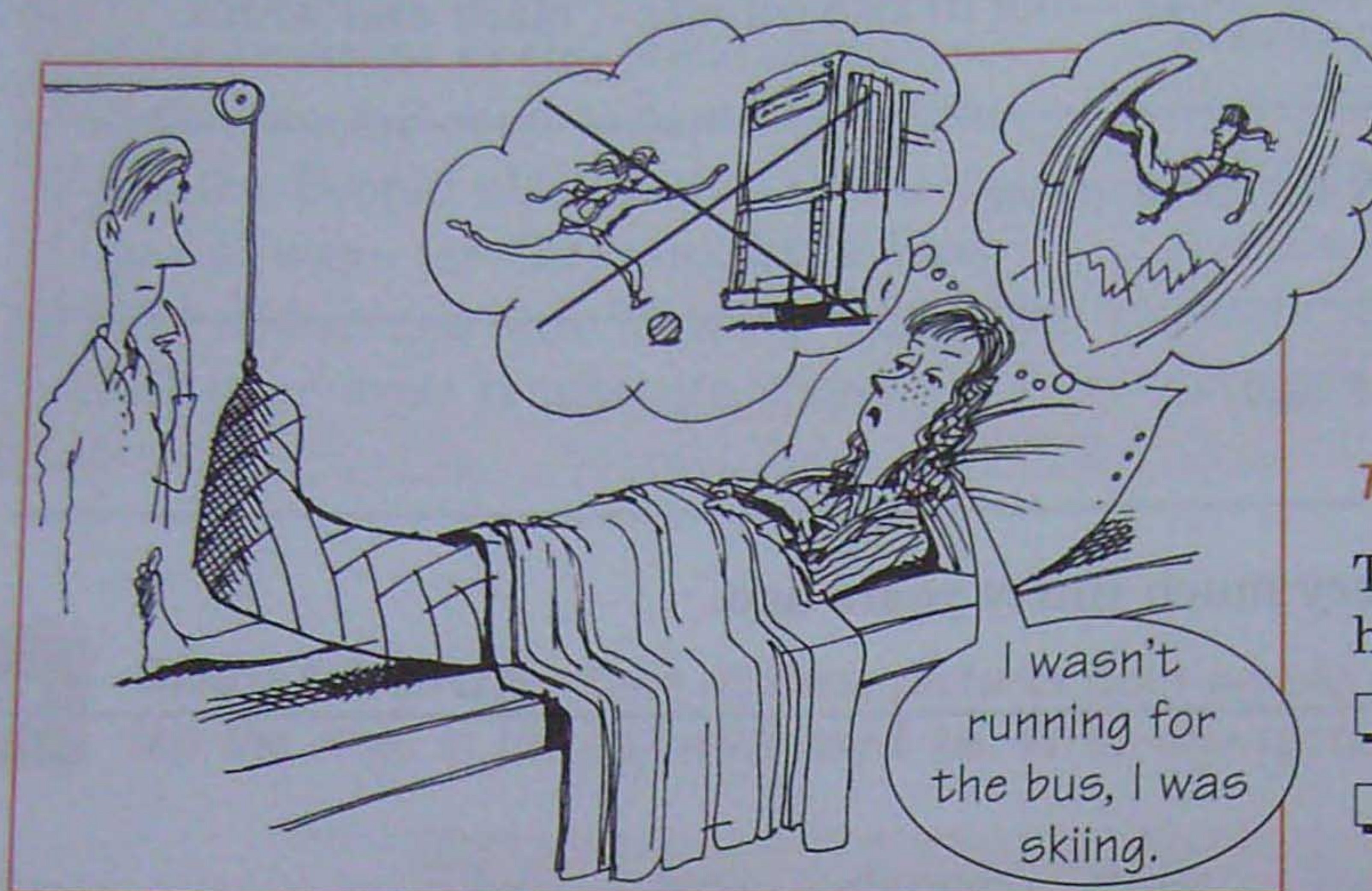
4

EDIT • Read this student's diary. Find and correct five mistakes in the use of **used to**.
The first mistake has already been corrected.

<div data-bbox="202 1724 267 1799">○</div>	<p>When I was younger, clothes didn't ^{use}used to be a problem. All the girls at my school used to wore the same uniform. I used to think that it took away from my freedom of choice. Now I can wear what I want but clothes cost so much! Even blue jeans, today's 'uniform', used to be cheaper. My mum uses to pay less than £30 for hers. I suppose they didn't used to sell designer jeans back then. You know, I was used to be against school uniforms, but now I'm not so sure!</p>
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UNIT 9

Past Continuous



CHECK POINT

Tick the correct answer.

The girl in the hospital bed is giving her version of

- ☐ what she usually did in the past.
☐ what she was doing at the time of her accident.

CHART CHECK 1

Circle T (True) or F (False).

- T F** The past continuous is made up of the past tense of **be** + base form of the verb.

STATEMENTS

SUBJECT	BE	(Not)	BASE FORM OF VERB + -ING
I/He/She/It	was	(not)	skiing.
We/You*/They	were		

*You is both singular and plural.

CHART CHECK 2

Tick the correct answer.

In questions, the verb **be** comes:

- ☐ after the subject
☐ before the subject

YES/NO QUESTIONS

BE	SUBJECT	BASE FORM + -ING
Was	she	skiing?
Were	you	

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	she	was.	No,	she	wasn't.
	we	were.		we	weren't.

WH- QUESTIONS

WH- WORD	BE	SUBJECT	BASE FORM + -ING
Where When Why	was	she	skiing?
	were	you	

EXPRESS CHECK

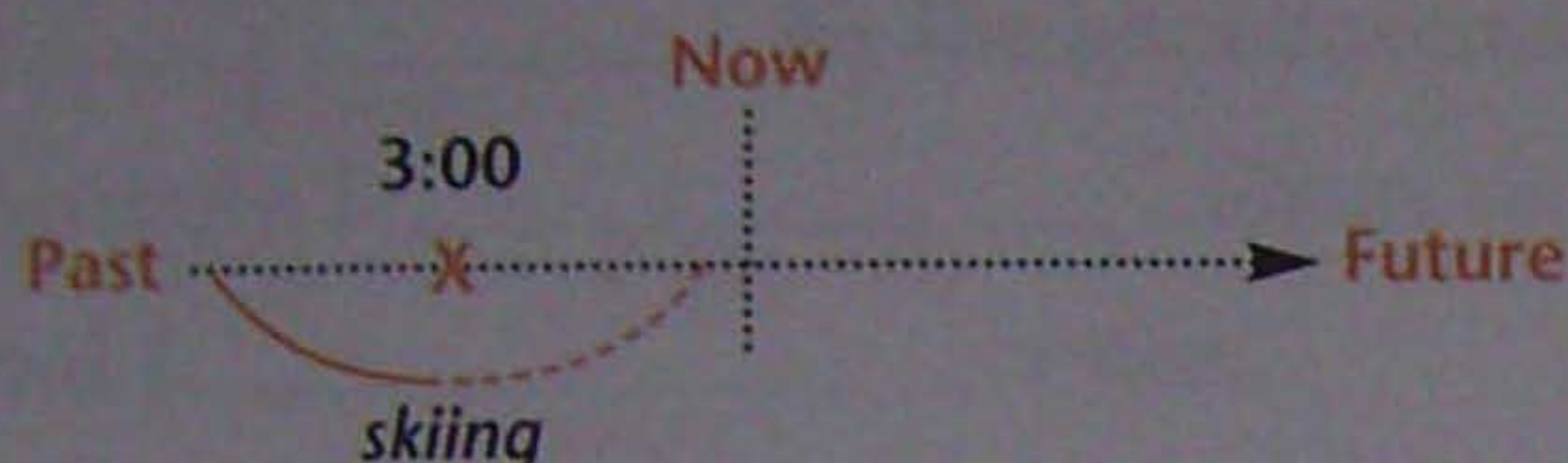
Complete this conversation with the past continuous form of the verb **stay**.

A: Where _____ you _____?

B: I _____ at a ski resort in the Alps.

Grammar Explanations**Examples**

1. Use the **past continuous** to describe an action that was in progress at a specific time in the past. The action began before the specific time and may or may not have continued after the specific time.



- **BE CAREFUL!** Stative verbs are not usually used in the continuous.
(For a list of common stative verbs, see Appendix 2 on page 337.)

A: What **were** you **doing** at 3:00?

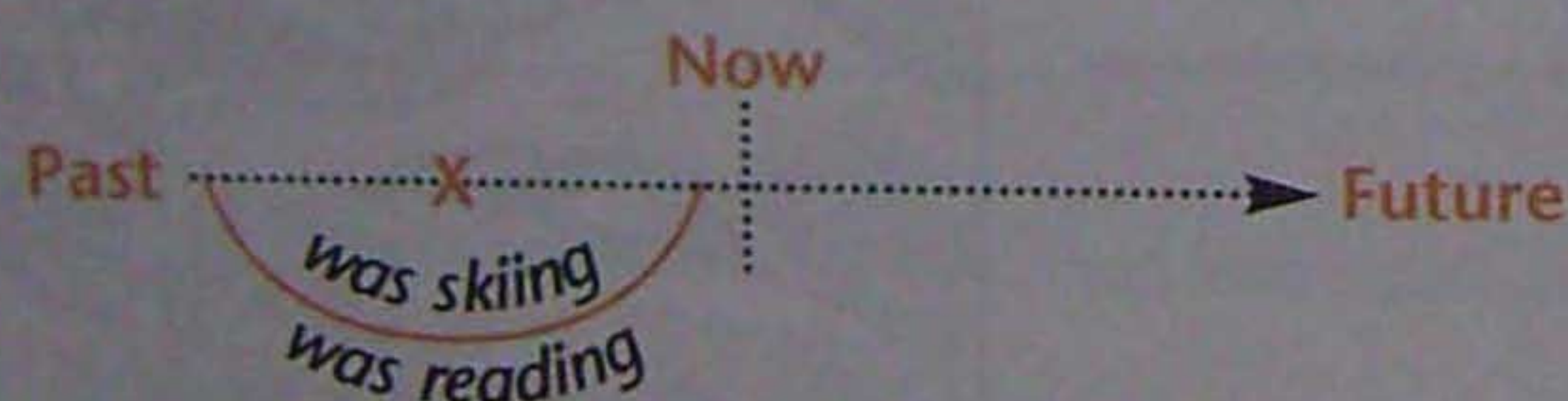
B: We **were skiing**.

C: I **was eating** lunch at 3:00.

■ I **had** a headache last night.

NOT ~~I was having a headache last night.~~

2. Use the **past continuous** with **while** to talk about two actions in progress at the same time in the past. Use the past continuous in both clauses.



USAGE NOTE: In informal conversation, some people use **when** with the past continuous.

■ **While** he **was skiing**, I **was reading**.

OR

■ I **was reading while** he **was skiing**.

■ Sorry, I **wasn't listening when** you **were talking**.

3. Use the **past continuous** to focus on the duration of an action, not its completion.
Use the **past simple** to focus on the completion of an action.

■ Sheila **was reading** a book last night.
(We don't know if she finished the book.)

■ Sheila **read** a book last night.
(She probably finished the book.)

1

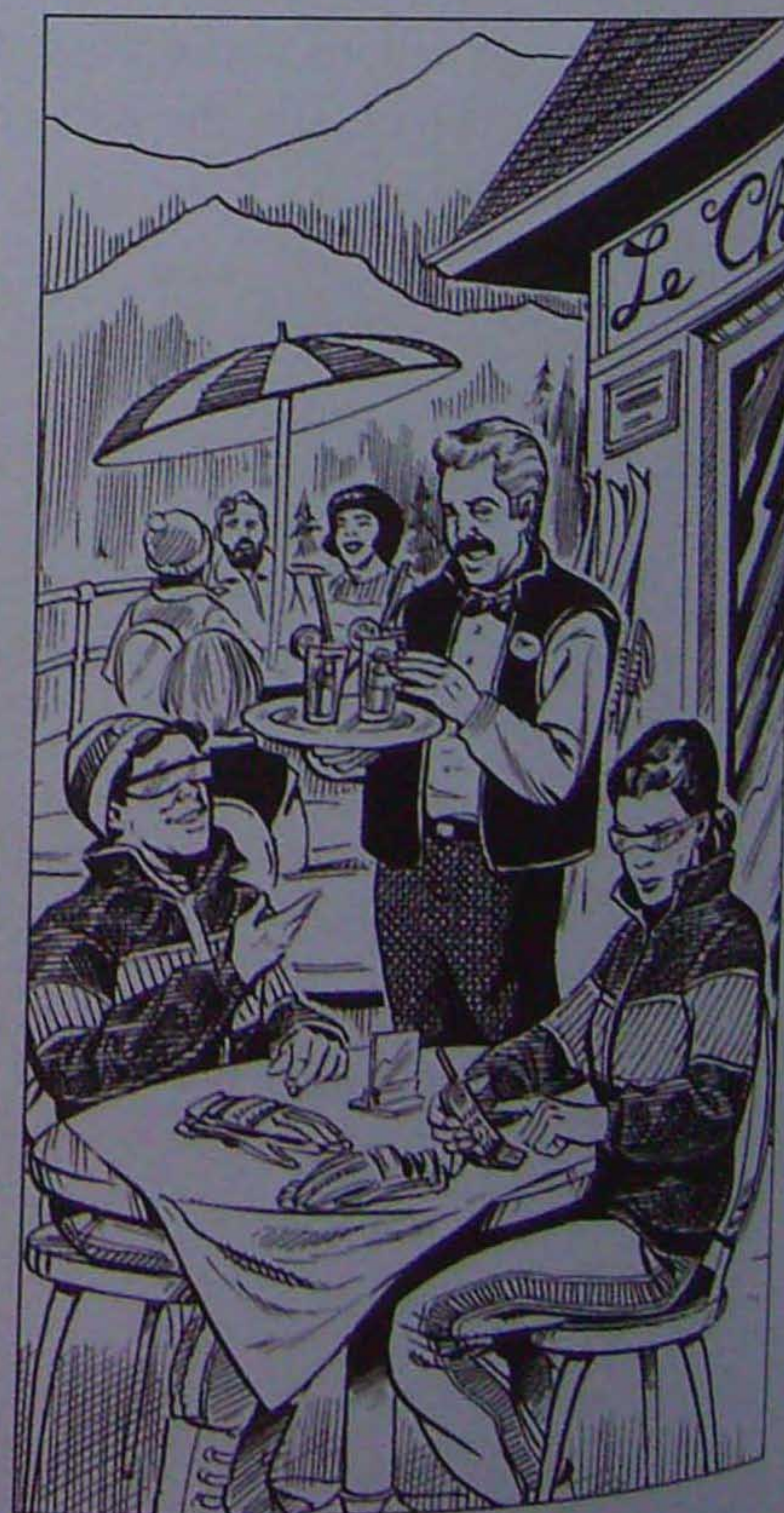
TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows. Write a question mark (?) if there is not enough information.

- While Tanya was watching the Winter Olympics on TV, Michael was clearing the snow.
 _____ F _____ First Michael finished clearing the snow. Then Tanya started watching TV.
- In this photo, I was putting on my boots.
 _____ I was wearing boots in the photo.
- At 5:00, they were drinking hot chocolate by the fire.
 _____ We don't know when they started drinking hot chocolate.
- Last night, I was reading an article about skiing in Morocco.
 _____ I finished the article.
- At 10:00, he drank a cup of coffee.
 _____ He finished the coffee.
- It was snowing while she was taking the photograph.
 _____ First she took the photograph. Then it started to snow.

2

DESCRIBE • Fritz and Karyn were at a ski café. Write about the picture. Use the past continuous.

- Fritz _____ was wearing a hat.
 (wear / a hat)
- Karyn _____ wasn't wearing a hat.
 (wear / a hat)
- They _____
 (sit / outside)
- It _____
 (snow)
- They _____
 (wear / sunglasses)
- They _____
 (wear / their gloves)
- The waiter _____
 (serve / drinks)
- He _____
 (serve / lunch)
- Karyn _____
 (smile)
- She _____
 (use / a mobile phone)



3

COMPLETE • Mountain Sports Magazine (MS) interviewed the snowboarding champion, Rosie Happ (RH). Complete the interview with the correct form of the verbs in brackets and with short answers.

MS: Congratulations! You have just become a semi-finalist for the Olympic snowboarding team. Were you expecting to get this far in the competition?
1. (expect)

RH: No, I wasn't. During the trials, I from a bad cold. By the last day, I still very well. That's what I thought, anyway.
2. (recover)
4. (not perform)

MS: What you about while you for the announcement?
5. (think)
6. (wait)

RH: Actually, I about the competition at all. Some friends and I a film.
7. (not think)
8. (watch)

MS: You're quite new to the sport. you professionally this time last year?
9. (compete)

RH: Yes, I . I with Barrett Christie then and we both part in local competitions.
10.
11. (train)
12. (take)

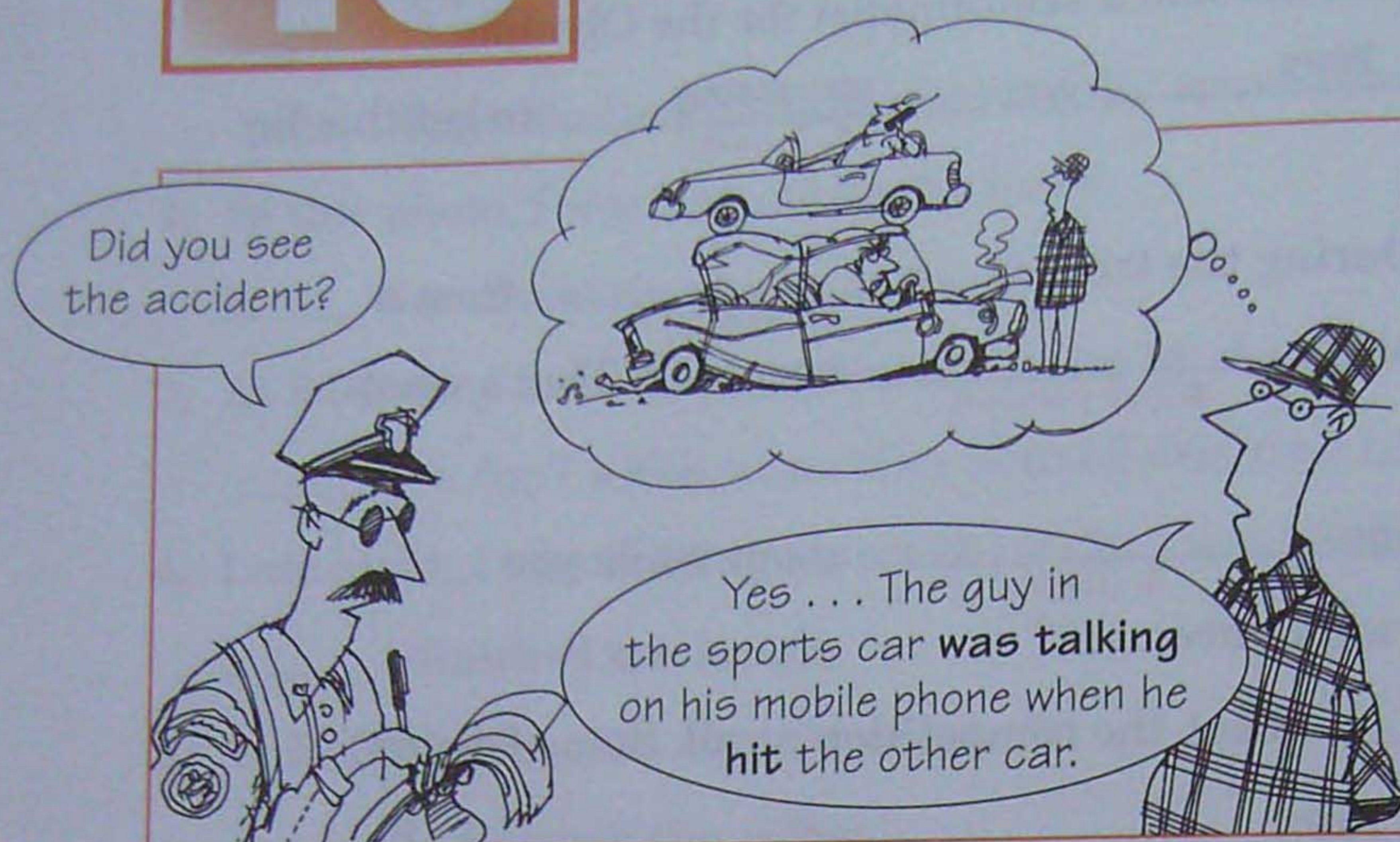
4

EDIT • Read this diary entry. Find and correct eight mistakes in the use of the past continuous. The first mistake has already been corrected.

○	<p><i>This evening, Sheila and I ^{were} was looking at some photographs from my skiing trip with Fritz's family last year. By the end of the evening, we laughing like crazy. That was my first experience on skis so the pictures were really embarrassing. In one shot, I was came down the slope on my back. In another one, my skis was falling out of the ski lift while I was riding up the slope. Fritz was taking that picture from the lift entrance. Good thing he not standing right under me! Where was I when Fritz was falling down the slope? Well, unfortunately I wasn't carry my camera. That would have been a great picture! It was amazing how fast Fritz's girlfriend, Karyn, learnt that weekend. She was doing jumps by the second day. By that time, I spent a lot of time at the ski café.</i></p>
---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

UNIT 10

Past Continuous and Past Simple



CHECK POINT

Number these statements in the correct time order.

- _____ There was a car accident.
- _____ The driver of the sports car was on the phone.

CHART CHECK

Circle T (True) or F (False).

Use **while** to introduce

T F a past simple action.

T F a past continuous action.

PAST CONTINUOUS AND PAST SIMPLE

PAST CONTINUOUS	WHEN	PAST SIMPLE
He was speeding	when	the accident happened .

PAST SIMPLE AND PAST CONTINUOUS

PAST SIMPLE	WHILE	PAST CONTINUOUS
The accident happened	while	you were driving .

PAST SIMPLE AND PAST SIMPLE

PAST SIMPLE	WHEN	PAST SIMPLE
The police came	when	the accident happened .

PAST CONTINUOUS AND PAST CONTINUOUS

PAST CONTINUOUS	WHILE	PAST CONTINUOUS
They were talking	while	they were driving .

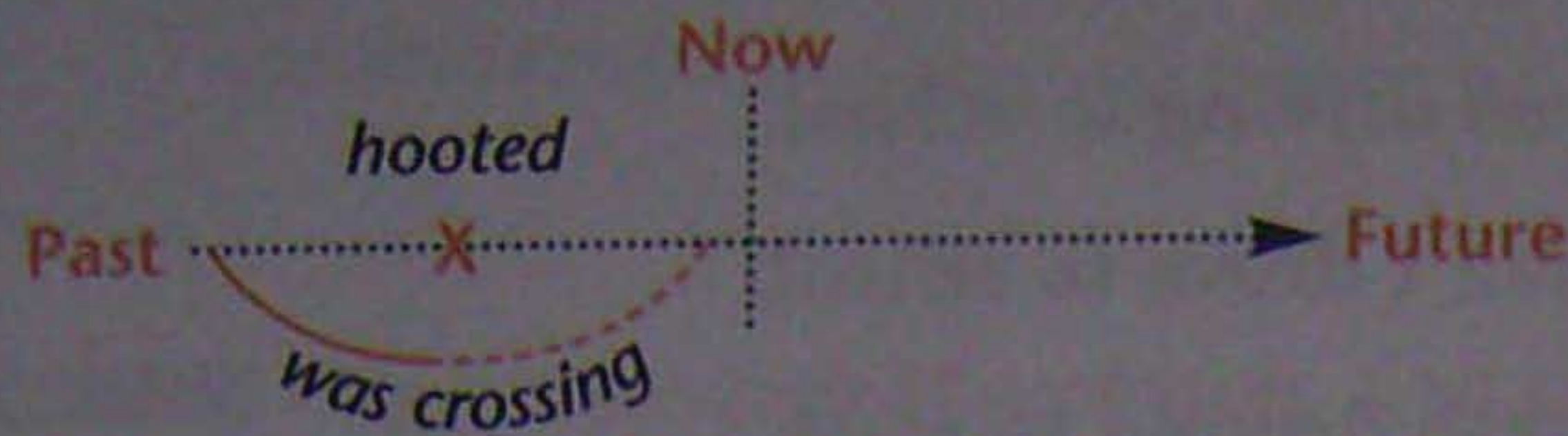
EXPRESS CHECK

Circle the correct words to complete these sentences.

- When / While the car crashed, he hit his head.
- How fast was he driving / did he drive when the accident happened?

Grammar Explanations

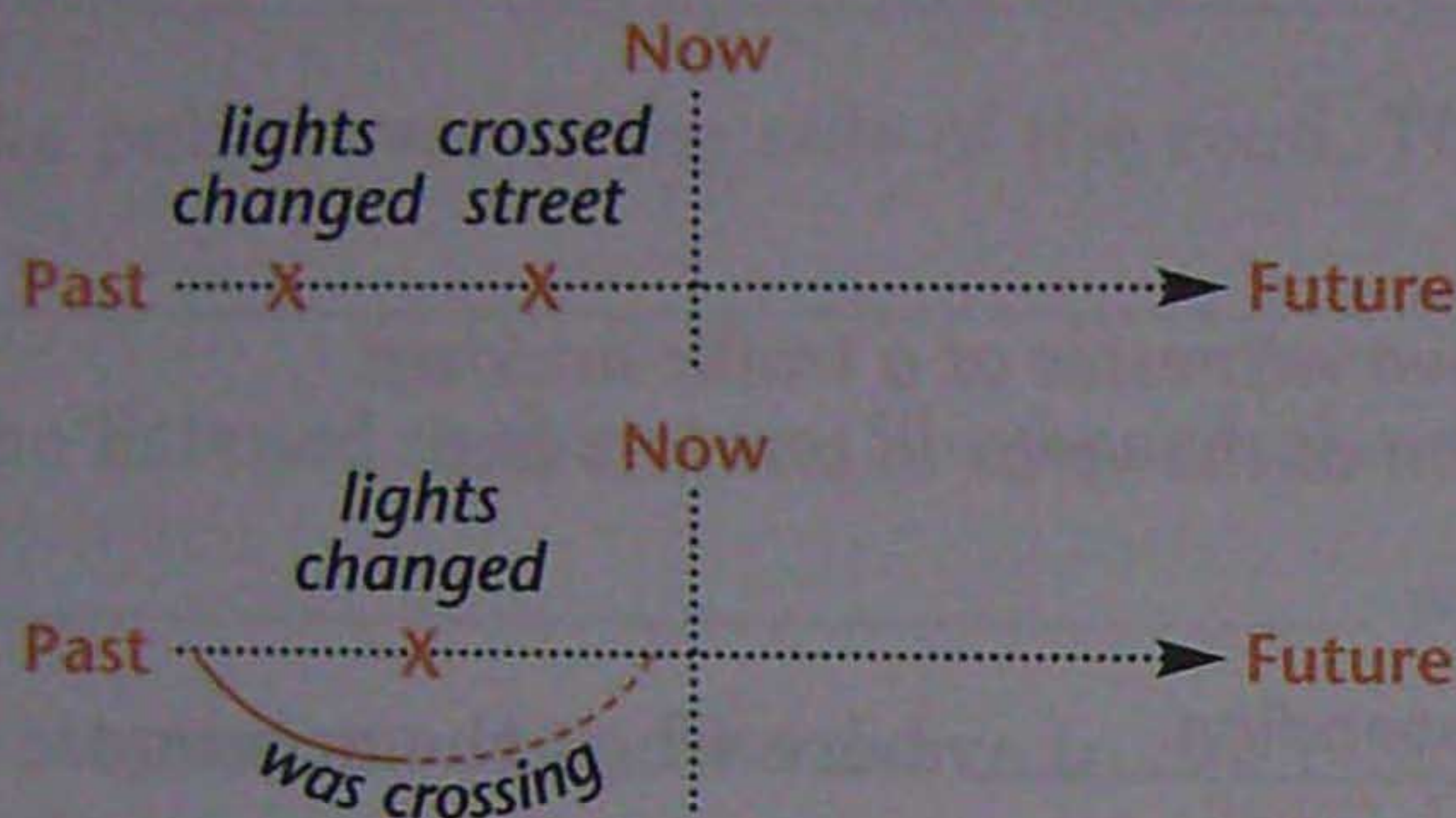
1. Use the **past continuous** with the **past simple** when a short action interrupts a longer action in the past. Use the **past simple** for the interrupting action.



Use **when** to introduce the past simple action
OR use **while** to introduce the past continuous action.

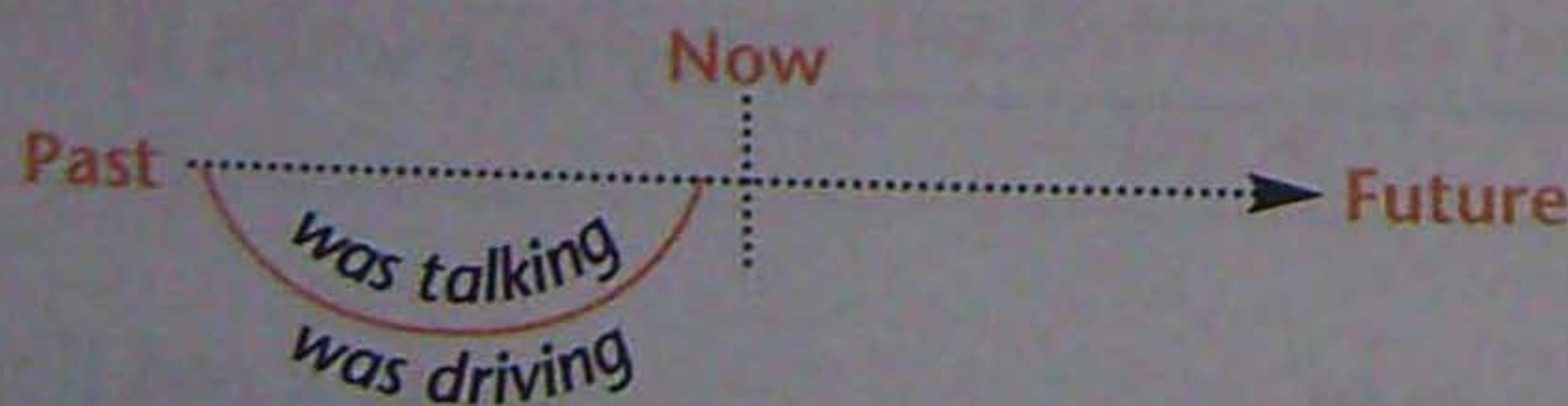
- I **was crossing** the street when the driver **hooted** at me.
(First, I started crossing the street. Then, the driver hooted at me.)
- They **were driving** too fast when they **crashed**.
- He was speeding **when** the light **turned** red.
- **While** he **was speeding**, the light **turned** red.

2. **BE CAREFUL!** Notice the difference in meaning between these two different sentences.



- **When** the lights **changed**, I **crossed** the street.
(First the lights changed. Then I crossed the street.)
- **When** the lights **changed**, I **was crossing** the street.
(First, I started crossing the street. Then the lights changed while I was still crossing.)

3. Use the **past continuous with while** to talk about two actions in progress at the same time in the past. Use the past continuous in both clauses.



- Joe **was talking** on the phone **while** he **was driving**.
- They **weren't paying** attention **while** they **were crossing** the street.

4. The **time clause** (the part of the sentence beginning with **when** or **while**) can come at the beginning or the end of the sentence. The meaning is the same.

Use a **comma** after the time clause when it comes at the beginning of the sentence.

- **When you called**, I was leaving.
- I was leaving **when you called**.
- **While he was driving**, he was talking.
- He was talking **while he was driving**.

1. When our friends arrived, we ate lunch.

2. While we were talking on the phone, I was driving to school.

_____ We finished the conversation. Then I drove to school.

3. Jan heard about the accident while she was driving to work.

_____ Jan knew about the accident by the time she got to work.

4. When they left the motorway, it started to rain.

_____ It was raining while they were on the motorway.

5. When Zoe got to school, her class was taking a test.

_____ Zoe was late for school.

2

COMPLETE • A police officer is interviewing two witnesses of a traffic accident. Complete the interview with the correct form of the verbs in brackets and with short answers.

OFFICER: Were you standing here when the accident happened ?
1. (stand)
2. (happen)

WITNESS 1: Yes, we were **3.** We waited **4. (wait)** at the bus stop when we first noticed **5. (notice)** the car.

OFFICER: _____ the car _____ when it
_____ to the junction?

WITNESS 1: Yes, it _____^(get). It _____^{9. (go)} very fast when it
_____^{8.} the corner.
_____^{10. (reach)}

WITNESS 2: No, it _____! Those men _____ on a red light
when the car _____ them.

OFFICER: _____ the driver _____ when he
_____ the men? 14. (stop)
15. (see)

WITNESS 1: No, he _____ . He _____ on his mobile phone while he _____ .

WITNESS 2: But the men _____ 18. (drive) _____. That's why he _____ 19. (not stop) _____ in the street. _____ 20. (not pay) _____ attention while they _____ 21. (cross) _____ the street.

OFFICER: _____ it _____ when the accident
 _____?
 22. (snow)
 23. (happen)

WITNESS 2: Yes, it _____. I'm sure of it. The roads were very slippery.
 24.

WITNESS 1: No, it _____. The snow _____ when the
 ambulance _____.
 25. 26. (start) 27. (arrive)

3

COMBINE • Read each pair of sentences. Combine them into one sentence using the past simple or the past continuous form of the verbs. Use a comma where necessary.

1. Diana attended a meeting. The blizzard started.

When _____ the blizzard started, Diana was attending a meeting.

2. She drove home. She listened to her car radio.

While _____

3. She pulled over to the side of the road. The visibility got very bad.

_____ when _____

4. She listened to the news. She heard about the accident.

_____ while _____

5. It stopped snowing. She drove to the police station.

_____ when _____

6. She talked to the police. She thought about her article for the morning paper.

While _____

4

EDIT • Read part of the first draft of Diana's article. Find and correct five mistakes in the use of past time clauses. The first mistake has already been corrected.

Yesterday, a man was talking on his mobile phone while he was ^{driving} ~~drive~~ his car. Maybe he checking his diary while he was making his next appointment. He was certainly not concentrating on the road when the lights suddenly was turning red. The two men in the street were trying to jump out of the way when they saw him but it was too late. No one was badly hurt but that was just luck. Last year, the City Council weren't passing the 'talking and driving' law. We need that law!



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. Roger _____ me at 9:00 last night.
 (A) called (C) used to called
 (B) calls (D) calling
 A B C D
2. Sara didn't hear the phone. She _____.
 (A) sleeps (C) used to sleep
 (B) slept (D) was sleeping
 A B C D
3. There _____ a lot of people in the park yesterday.
 (A) are (C) was
 (B) is (D) were
 A B C D
4. One day last March, I _____ a very strange letter.
 (A) did get (C) used to get
 (B) got (D) was getting
 A B C D
5. Where _____ to school?
 (A) did you go (C) you go
 (B) you did go (D) you went
 A B C D
6. Claude didn't _____ in Canada.
 (A) lived (C) used to live
 (B) use to live (D) used to living
 A B C D
7. Rick left the class early because he _____ a headache.
 (A) had (C) used to have
 (B) have (D) was having
 A B C D
8. As soon as the lights turned red, she _____ the car.
 (A) did stop (C) stops
 (B) stopped (D) was stopping
 A B C D
9. They _____ when the fire alarm rang.
 (A) cook (C) was cooking
 (B) cooked (D) were cooking
 A B C D
10. Johnny _____ the paper when I interrupted him.
 (A) read (C) was reading
 (B) reads (D) were reading
 A B C D

11. —Did you watch TV last night?

—_____ I was revising for a test.

(A) Yes, I did.

(C) No, I didn't.

(B) Yes, I was.

(D) No, I wasn't.

A B C D

12. I remember you. You _____ to go to school here.

(A) use

(C) were using

(B) used

(D) were used

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A

B

C

D

A B C **D**

13. Why did you called him last week?

A

B

C

D

A B C D

14. They were watching TV while I were reading.

A

B

C

D

A B C D

15. What are you doing last night at 8:00?

A

B

C

D

A B C D

16. The doctor called this morning while you slept.

A

B

C

D

A B C D

17. It was no raining when the game began.

A

B

C

D

A B C D

18. Paul was drying the dishes when he was dropping the plate.

A

B

C

D

A B C D

19. When Gloria were four, she used to pretend she had a horse.

A

B

C

D

A B C D

20. What do you use to do when you felt afraid?

A

B

C

D

A B C D

21. As soon as the alarm clock rang, she woke up and was getting out of bed.

A

B

C

D

A B C D

22. Once when I was ten, I used to get ill and went to hospital.

A

B

C

D

A B C D

23. While I driving home, I turned on the car radio and heard about the accident.

A

B

C

D

A B C D

24. What did you do, while you were living in Spain?

A

B

C

D

A B C D

25. Pete and Andy were driving to work when they were seeing the accident.

A

B

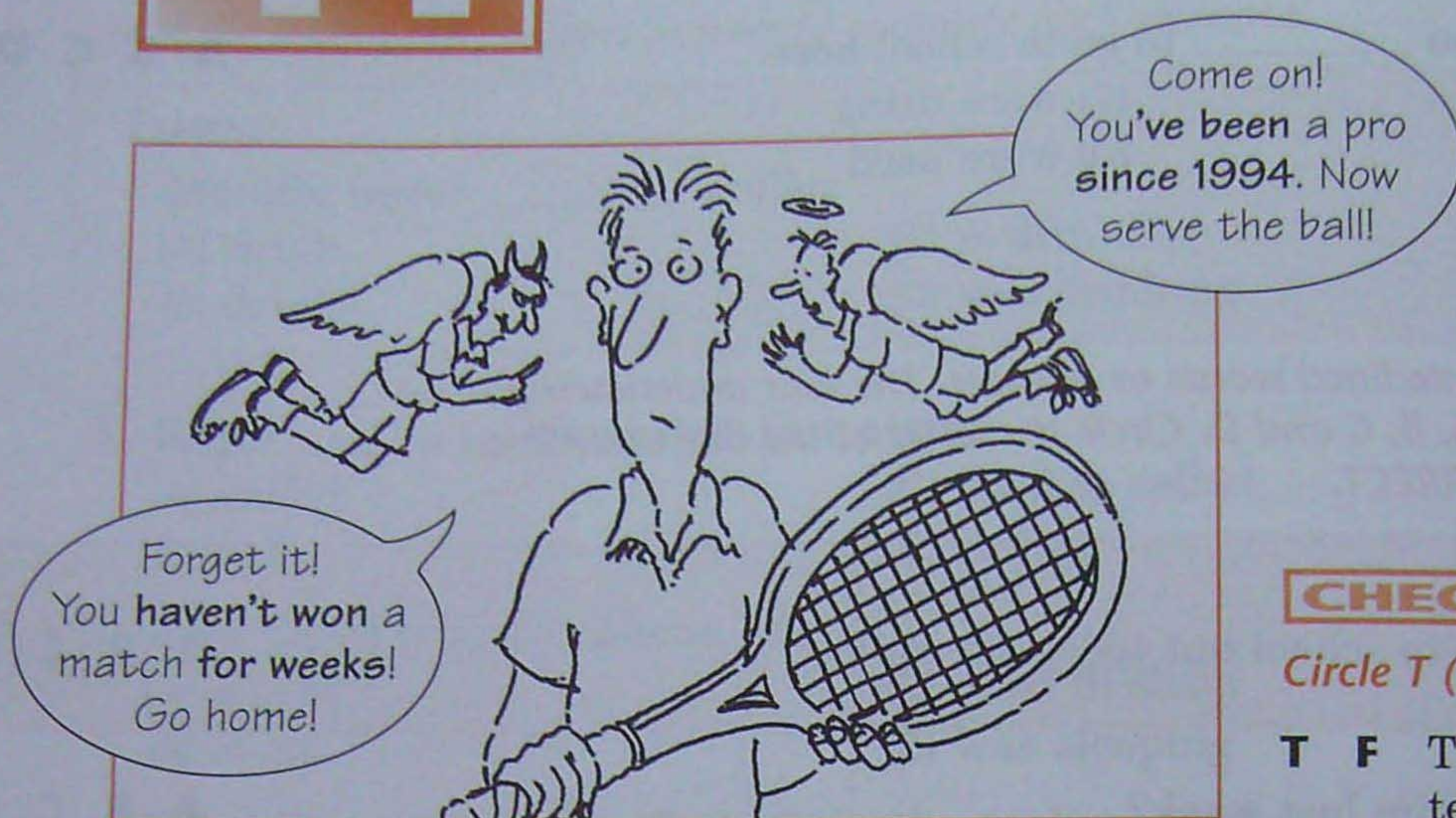
C

D

A B C D

UNIT 11

Present Perfect: Since and For



CHECK POINT

Circle T (True) or F (False).

T F The man is still a professional tennis player.

CHART CHECK 1

Tick the correct answer.

The present perfect is made up of two parts:

- ☐ **have** + past simple
- ☐ **have** + past participle

The regular form of the past participle is:

- ☐ base form of verb + **-d** or **-ed**
- ☐ base form of verb + **-en**

STATEMENTS

SUBJECT	HAVE	(NOT)	PAST PARTICIPLE		SINCE/FOR
I/We/You*/They	have 've	(not) n't	lived been †	here	since May. for a long time.
He/She/it	has 's				

* You is both singular and plural.

† Been is an irregular past participle. For a list of irregular verbs, see Appendix 1 on pages 336–337.

YES/NO QUESTIONS

HAVE	SUBJECT	PAST PARTICIPLE		SINCE/FOR
Have	they	lived been	here	since May? for a long time?
Has	he			

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	they	have.	No,	they	haven't.
	he	has.		he	hasn't.

CHART CHECK 2

Tick the correct answer.

For is used with:

- ☐ a point of time
☐ a length of time

WH- QUESTIONS

WH- WORD	HAVE	SUBJECT	PAST PARTICIPLE	
How long	have	they	lived	here?
	has	he	been	

SHORT ANSWERS

Since January.
For a few months.

EXPRESS CHECK

Look at the past participles. Tick the correct column.

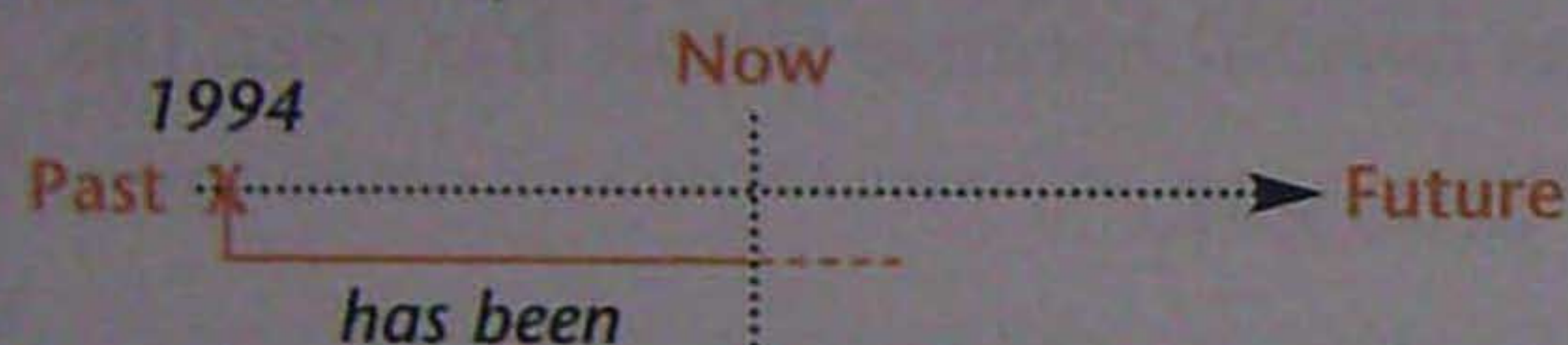
	Regular	Irregular
driven	<input type="checkbox"/>	<input type="checkbox"/>
competed	<input type="checkbox"/>	<input type="checkbox"/>

	Regular	Irregular
won	<input type="checkbox"/>	<input type="checkbox"/>
tried	<input type="checkbox"/>	<input type="checkbox"/>

Grammar Explanations

Examples

1. Use the **present perfect** with **since** or **for** to talk about something that began in the past and continues into the present (and may continue into the future).



- Martina Hingis **has been** a professional tennis player **since** 1994.

- She **has been** a professional tennis player **for** several years.

(She began her professional career several years ago, and she is still a professional player.)

2. Use the present perfect with **since + point in time** (since 5:00, since Monday, since 1994) to show when something started.

- She **has earned** millions of dollars **since 1994**.

3. **Since** can also introduce a **time clause**.

If the action ended in the past, use the past simple in the time clause.

If the action still continues in the present, use the present perfect in the time clause.

- Martina **has loved** sports **since she was a child**.

- She has won many tennis tournaments **since** she **moved** from Slovakia.
(She doesn't live in Slovakia now.)

- She has become extremely successful **since** she **has been** in Switzerland.
(She is still in Switzerland.)

4. Use the present perfect with **for + length of time** (for ten minutes, for two weeks, for years, for a long time) to show how long a present situation has lasted.

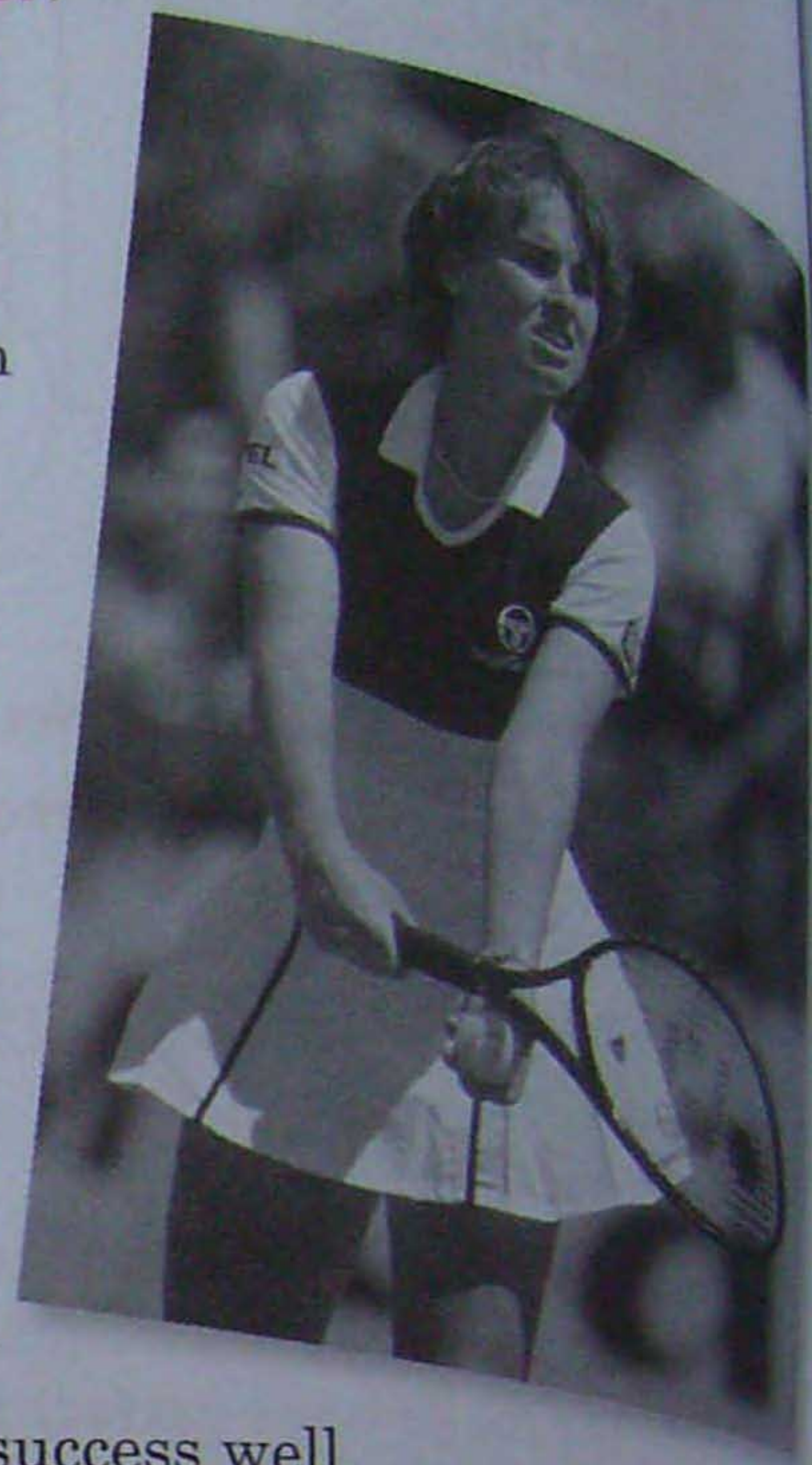
- Martina's mother **has been** her coach **for many years**.

1

IDENTIFY • Read about tennis star Martina Hingis. Underline all the verbs in the present perfect. Circle all the time expressions with **since** or **for**.

Martina Hingis picked up her first tennis racket at the age of two. Since then, she has become one of the greatest tennis players in the world. Born in Slovakia, she has lived in Switzerland for many years. She became the outdoor Swiss champion at the age of nine. Since then she has won many international competitions including Wimbledon, the US Open and the Australian Open.

For young stars like Martina, life has its difficulties. They are under constant pressure to win and they don't have time to just relax with friends. In fact, Martina hasn't been to school since 1994 and she has been in the public spotlight for years. But she seems to be handling her success well. Since she turned professional, she has played tennis all over the world and has earned millions of dollars. She sees her life as normal because tennis has been the most important thing to her since she was a little girl.



2

COMPLETE & CHOOSE • Read this magazine article about a child genius. Complete it with the present perfect form of the verbs in brackets. Choose between **since** and **for**.

Thirteen-year-old Ronnie Segal has loved ^{1. (love)} maths since ^{2. (since / for)} he was a little boy. 'I am ^{3. (be)} interested in numbers since ^{4. (since / for)} nine years, five months, three weeks, and two days,' says Ronnie. For ^{5. (Since / For)} the past year, Ronnie has attended ^{6. (attend)} classes at university. He hasn't done ^{7. (not do)} badly. Since ^{8. (Since / For)} January, he has taken ^{9. (take)} five exams and hasn't got ^{10. (not get)} a mark of less than a hundred per cent on any of them. Since ^{11. (Since / For)} Ronnie began classes, he has met ^{12. (meet)} an average of 1.324 people a month. And his future? Young Ronnie hasn't thought ^{13. (not think)} about it for years. He has known ^{14. (know)} since ^{15. (since / for)} he was a little boy that he's going to become a famous sports announcer, get married, and have exactly 2.2 children.

3

ASK & ANSWER • Complete the interview about Martina Hingis. Use the words in brackets to write questions. Then write short answers to the questions using information from Exercise 1.

1. (How long / she / be / a tennis player?)

Q: How long has she been a tennis player?

A: Since she was two.

2. (How long / she / live in Switzerland?)

Q:

A:

3. (she / win any competitions / since the outdoor Swiss championship?)

Q:

A:

4. (she / go to school / since 1994?)

Q:

A:

5. (How much money / she / earn / since her career began?)

Q:

A:

6. (How long / tennis / be important to her?)

Q:

A:

4

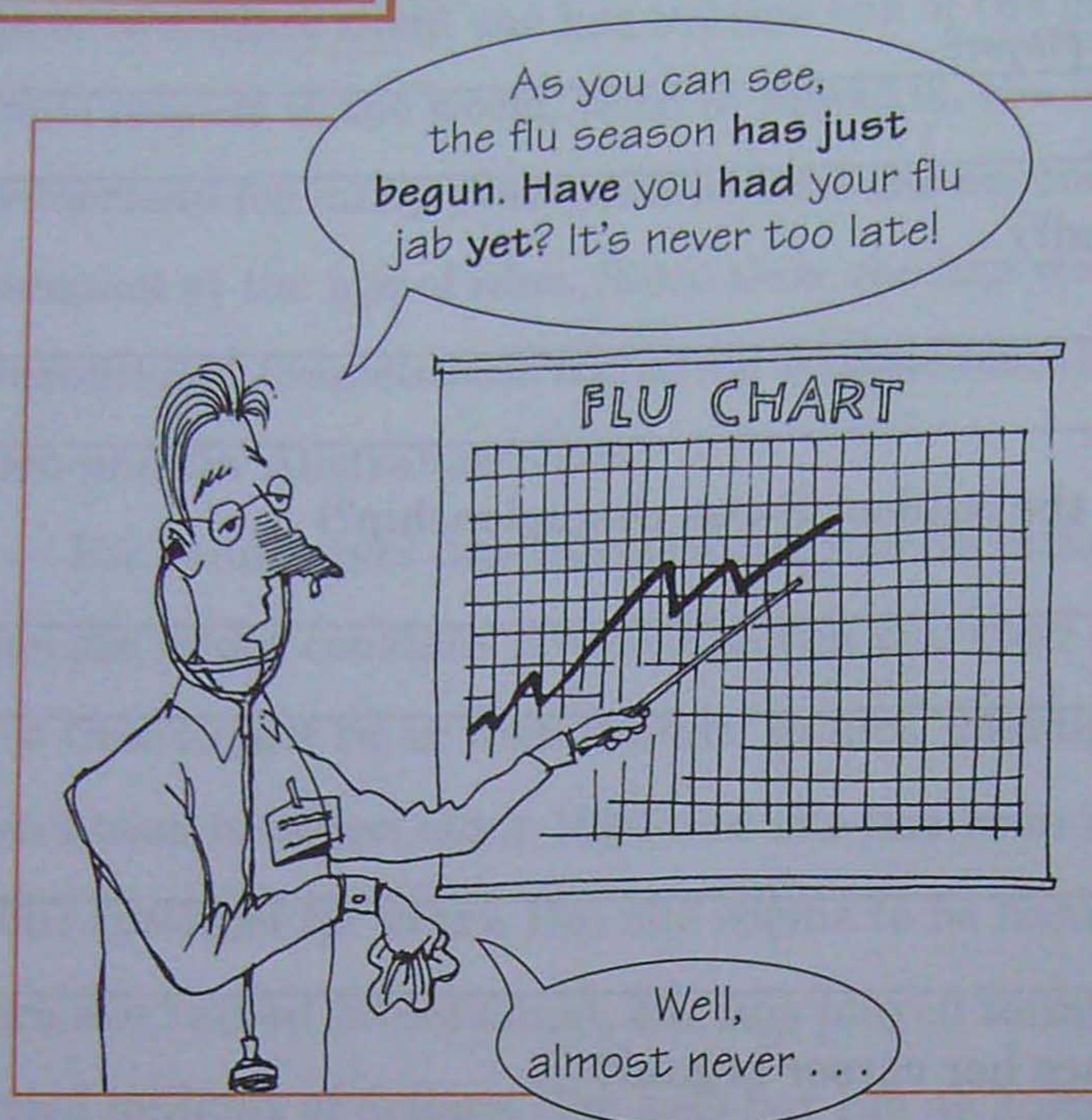
EDIT • Read this student's paragraph. Find and correct seven mistakes in the use of the present perfect, and **since** and **for**. The first mistake has already been corrected.

have been

I ~~am~~ in Ms Clark's physical education class since two months. I enjoy it a lot and have only miss two classes since the beginning of the term. I especially like tennis but since September we don't play because the weather have been too cold. I also like volleyball and my team has win two matches since we have started to compete with Lincoln School. I'm looking forward to the next match.

UNIT 12

Present Perfect: Already, Just and Yet



CHECK POINT

Circle T (True) or F (False).

T F The flu season will start soon.

CHART CHECK 1

Tick the correct answer.

To say that something has happened before now,

☐ use **already** or **just**.

☐ use **yet**.

To say that something has not happened before now,

☐ use **already** or **just**.

☐ use **not . . . yet**.

AFFIRMATIVE STATEMENTS: ALREADY AND JUST

SUBJECT	HAVE	ALREADY/JUST	PAST PARTICIPLE	
They	have	already/just	developed	a new flu vaccine.
It	has		saved	three people's lives.

NEGATIVE STATEMENTS: YET

SUBJECT	HAVE NOT	PAST PARTICIPLE		YET
They	haven't	finished	the interview	yet.
It	hasn't	ended		

CHART CHECK 2

Circle T (True) or F (False).

T F **Yet** is used in questions.

YES/NO QUESTIONS: YET

HAVE	SUBJECT	PAST PARTICIPLE		YET
Have	they	tested	the new vaccine	yet?
Has	it	had	approval	

SHORT ANSWERS					
AFFIRMATIVE			NEGATIVE		
Yes,	they	have.	No,	they	haven't.
	it	has.		it	hasn't.

EXPRESS CHECK

Unscramble these words to form a question.
Answer the question.

you • have • yet • lunch • had

?

Grammar Explanations

1. We often use the **present perfect** with **already** and **just** to talk about things that have happened before now.

Already means 'at some time before now'.

Just means 'very recently: a moment or two ago'.

- **BE CAREFUL!** Do not use the present perfect with **already** when you mention a specific time in the past.

Already and **just** usually come between **have** and the **past participle**.

Already can also come at the end of the clause.

A: Is your daughter going to get her flu jab?

B: She's **already had** it. And I've **just had** it, too.

DON'T SAY: ~~She's already had it last month.~~
~~She's just had it last month.~~

- Researchers **have already discovered** cures for many diseases.
- I've **just recovered** from a bad cold.
- They've **made** a lot of progress **already**.

2. Use the **present perfect** with **not yet** to talk about things that have not happened before now.

Notice that **yet** usually comes at the end of the clause.

Yet can also come between **have not** and the **past participle**.

- They **haven't discovered** a cure for the common cold **yet**, but they hope to discover one in the future.

- The flu season **hasn't arrived yet**.

- They **haven't yet discovered** a cure for the common cold.

3. We usually use **yet in questions** to find out if something has happened before now.

USAGE NOTE: Sometimes we use **already in a question** to express surprise that something has happened sooner than we expected it to.

- **Has** your son **had** his flu jab **yet**?

- **Has** he **already had** his flu jab? The flu season hasn't begun yet.

4. In spoken American English, people often use **already, just** and **yet** with the past simple to talk about the recent past.

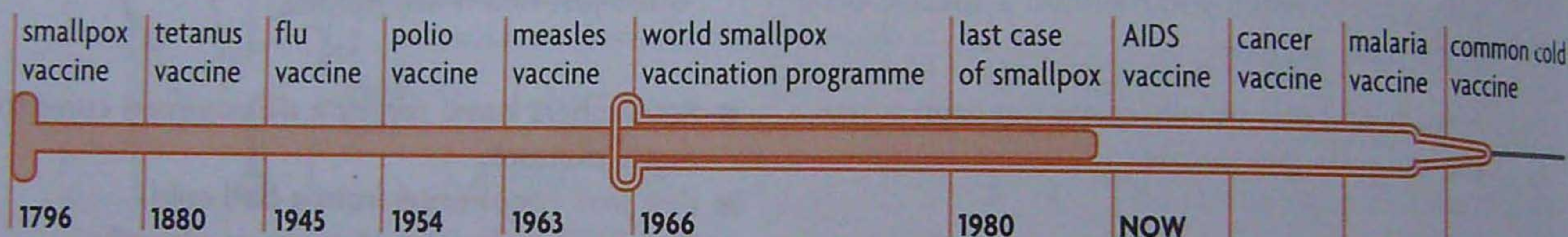
- I **already read** that book.
- We **just got** back from Los Angeles.
- **Did** you **do** the shopping **yet**?

1

MATCH • Match the cause with the appropriate result.

Cause	Result
<u> e </u> 1. Tom has just had his flu jab, so he probably	a. is really hungry.
<u> </u> 2. Dr Meier has already finished his interview, so he	b. may get flu.
<u> </u> 3. Dr Meier hasn't had lunch yet, so he	c. has left the TV studio.
<u> </u> 4. Steve hasn't had his jab yet, so he	d. isn't very hungry.
<u> </u> 5. Steve has just had lunch, so he	e. won't get flu this year.

2

COMPLETE • Read these questions and answers from a magazine article. Complete them with the present perfect form of the verbs in brackets plus **already** or **yet**. Use short answers.Q: We plan to travel to the rain forest next year. Have they found a malaria vaccine yet ?

1. (find)

A: No , they haven't . Talk to your doctor about ways to prevent this disease.

2.

Q: My doctor told me I won't need another smallpox jab. I was surprised.

 smallpox completely ?A: , it .

3. (disappear)

4.

Q: They vaccines against flu. What about the common cold?

5. (develop)

A: No. Because there are so many different cold viruses, they to develop a vaccine .

6. (not be able)

Q: There has been so much cancer research. anyone a successful vaccine ?

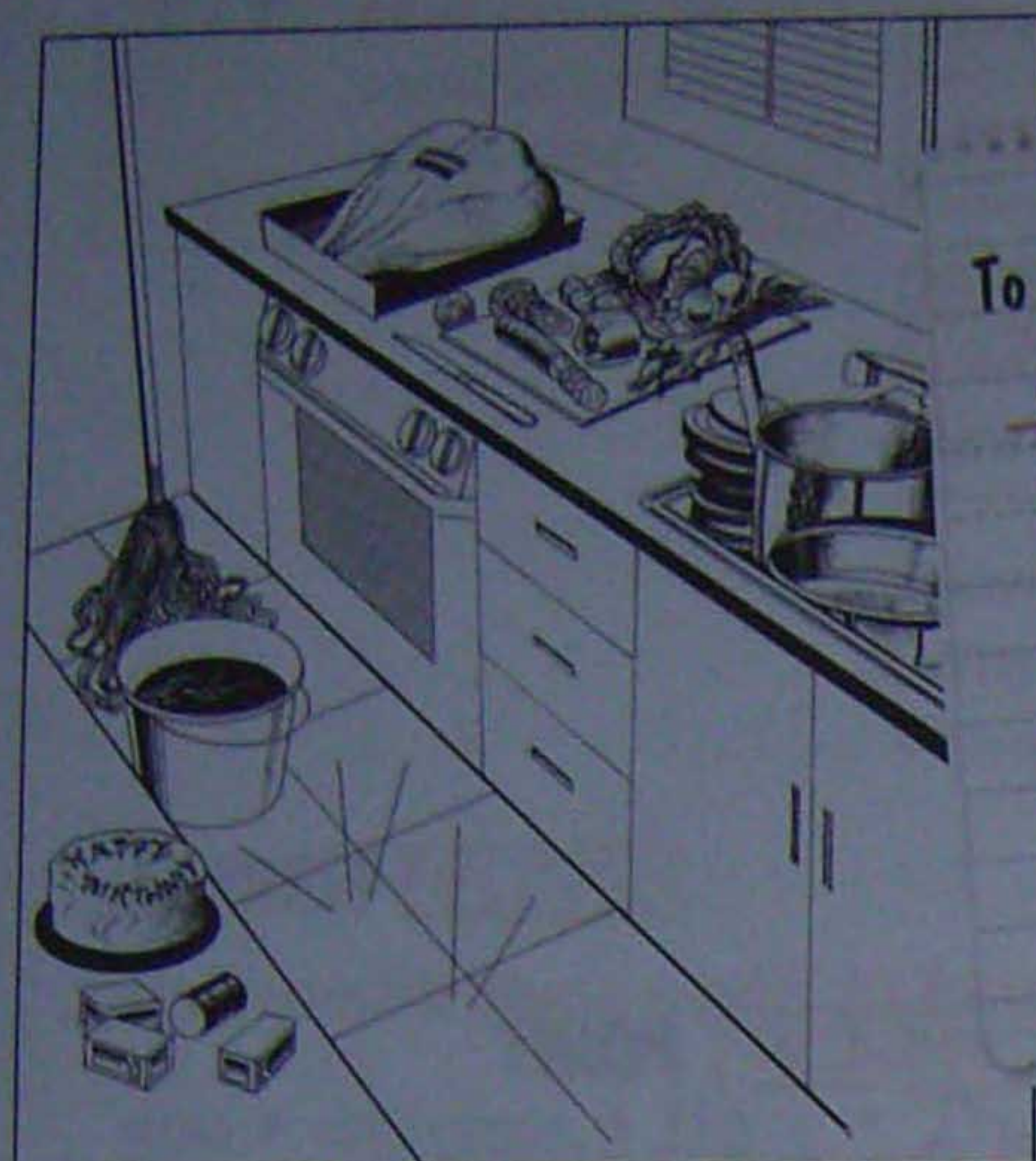
7. (make)

A: they . Researchers *have* made a lot of progress in recent years, however.

8.

3

DESCRIBE • Dr Helmut Meier and his wife, Gisela, are planning a party. Look at their To Do lists and the pictures of their kitchen and dining room. Cross out the things they have already done. Then write sentences about each item on their To Do lists.



To Do – Helmut

~~buy film~~
bake the cake
put the turkey in
the oven
mop the floor
wash the dishes

To Do – Gisela

vacuum the carpet
buy flowers
wash the windows
hang the balloons
wrap the present



1. Helmut has already bought film.
2. Gisela hasn't vacuumed the carpet yet.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4

EDIT • Read this note from Gisela to Helmut. Find and correct six mistakes in the use of the present perfect with **already** and **yet**. The first mistake has already been corrected.

Helmut – I'm in a hurry. I haven't ^{been} ~~went~~ shopping already but I'll do it on the way home. Rita have just had dinner and she's already had her bath. Have you call Mr Jacobson yet? He's called already three times today. His daughter has had her flu shot yet. Is it too late? See you later.

G.

UNIT 13

Present Perfect: Indefinite Past

What's new on 'Family'?

Tune in to Channel 4 tonight
at 8:00 and find out!



CHECK POINT

Tick the correct answer.

The cast of 'Family' is talking
about things of importance to them

- ☐ now.
☐ in the past.

CHART CHECK 1

Circle T (True) or
F (False).

T F You can use
the present
perfect without
mentioning a
specific time.

STATEMENTS

SUBJECT	HAVE	(NOT)	PAST PARTICIPLE	
They	have	(not)	appeared been	on TV.
It	has			

For a complete presentation of present perfect forms,
see Unit 11, pages 46–47.

CHART CHECK 2

Tick the correct
answer.

Never comes:

- ☐ before the past
participle
☐ at the end of the
statement

STATEMENTS WITH ADVERBS

SUBJECT	HAVE (NOT)	ADVERB	PAST PARTICIPLE	
They	have	never	appeared been	on TV.
It	has			
They	have (not)		appeared been	on TV
It	has (not)			

CHART CHECK 3

Circle T (True) or F (False).

T F **Ever** must be used in yes/no questions.

YES/NO QUESTIONS

HAVE	SUBJECT	(EVER)	PAST PARTICIPLE
Have	they	(ever)	acted?
Has	she		won?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	they	have.	No,	they	haven't.
	she	has.		she	hasn't.

WH- QUESTIONS

WH- WORD	HAVE	SUBJECT	PAST PARTICIPLE	
How often	have	they	acted	on this show?
Why	has	it	won	an award?

EXPRESS CHECK

Unscramble these words to form a question. Answer the question.

you • watched • Have • 'The Simpsons' • ever

?

Grammar Explanations
Examples

1. Use the **present perfect** to talk about things that happened at an indefinite time in the past. You can use the present perfect when you don't know when something happened or when the specific time is not important.

- They've **won** several awards.
- I've **interviewed** the whole cast.
- She's **been** on a documentary.
- I've **seen** his chat show.

2. You can use **ever** with the **present perfect** to ask questions. It means at *any time up until now*. Use **never** to answer negatively.

- A: **Have** you **won** an award?
OR
Have you **ever won** an award?
- B: No, I've **never won** one.
OR
No, **never**.

3. **BE CAREFUL!** The past participles **been** and **gone** have very different meanings.

- Tom **has been** to India.
(He went and now he's back.)
- Tom **has gone** to India.
(He went to India and he's still there now.)

4. Use the **present perfect** with **recently** or **lately** to talk about events in the very recent past.

- I've **recently signed** a contract to write a book.
- He **hasn't had** time **lately**.

- **BE CAREFUL!** Do not use **recently** or **lately** with the present perfect and a specific past time expression.

- I've **recently got** back from Los Angeles.
NOT I've recently got back from Los Angeles last Monday.

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. I've recently joined the programme.
 T I am a new member of the cast.
2. I have never been to Scotland.
 I went to Scotland a long time ago.
3. He's gone shopping.
 He's shopping now.
4. Have you ever seen this film?
 I want to know when you saw the film.
5. Someone asks you, 'Have you read any good books lately?'
 They want to know about a book you read last year.
6. She's visited New York several times.
 This is her first visit to New York.
7. She has become very popular.
 She is popular now.

2

CHOOSE & COMPLETE • Read this script from a scene from 'Family'. Complete it with the present perfect form of the verbs in the box.

try (×2) have eat want (×3) be travel

- CAROL: This is a nice restaurant. Have you ever tried the steak? 1.
- JIMMY: No, but I never the spaghetti. I always have it. Actually, I never meat. I think it's cruel to animals. I bet you never out with a vegetarian before, have you? 2. 3. 4.
- CAROL: No, I haven't actually. Tell me, you ever to live out of London? You know, out in the countryside somewhere. 5.
- JIMMY: Out of London? Are you crazy? No, seriously, I never to leave London. I love it here. 6.
- CAROL: But you ever to move to another country or another city at least? 7.
- JIMMY: No, why should I? I've got everything I want here. You like London too, don't you?
- CAROL: Well, yes, it's OK. But I all over the world and other places are just as nice. 8.
- JIMMY: You may be right. Anyway, you ever the new Mexican restaurant on the High Street? How about going there tomorrow? 9.

3

ASK & ANSWER • Complete the Network Online (NO) interview with Jake Stewart, the actor who plays the part of Gary. Use the words in brackets and the present perfect form of the verb.

NO: Welcome to Live Studio, Jake. You've become very famous.

How many online interviews have you done?

1. (How many / online interviews / do?)

JAKE: None! _____ . Very exciting!

2. (never even / be / in a chat room)

NO: _____

3. (How / change / as an actor?)

JAKE: I work with a group, so _____

4. (become / more tolerant)

NO: As a comic actor, _____

5. (who / be / your role model?)

JAKE: Hard to say. _____

6. (Charlie Chaplin / have / great influence on me)

NO: _____

7. (What / be / your best moment on this show?)

JAKE: Well, you know, _____ . That was fantastic.

8. (I / win / the award)

NO: All in all, _____

9. (what / find / most rewarding about the experience?)

JAKE: Free coffee! No, really, _____

10. (meet / some fantastic people)

4

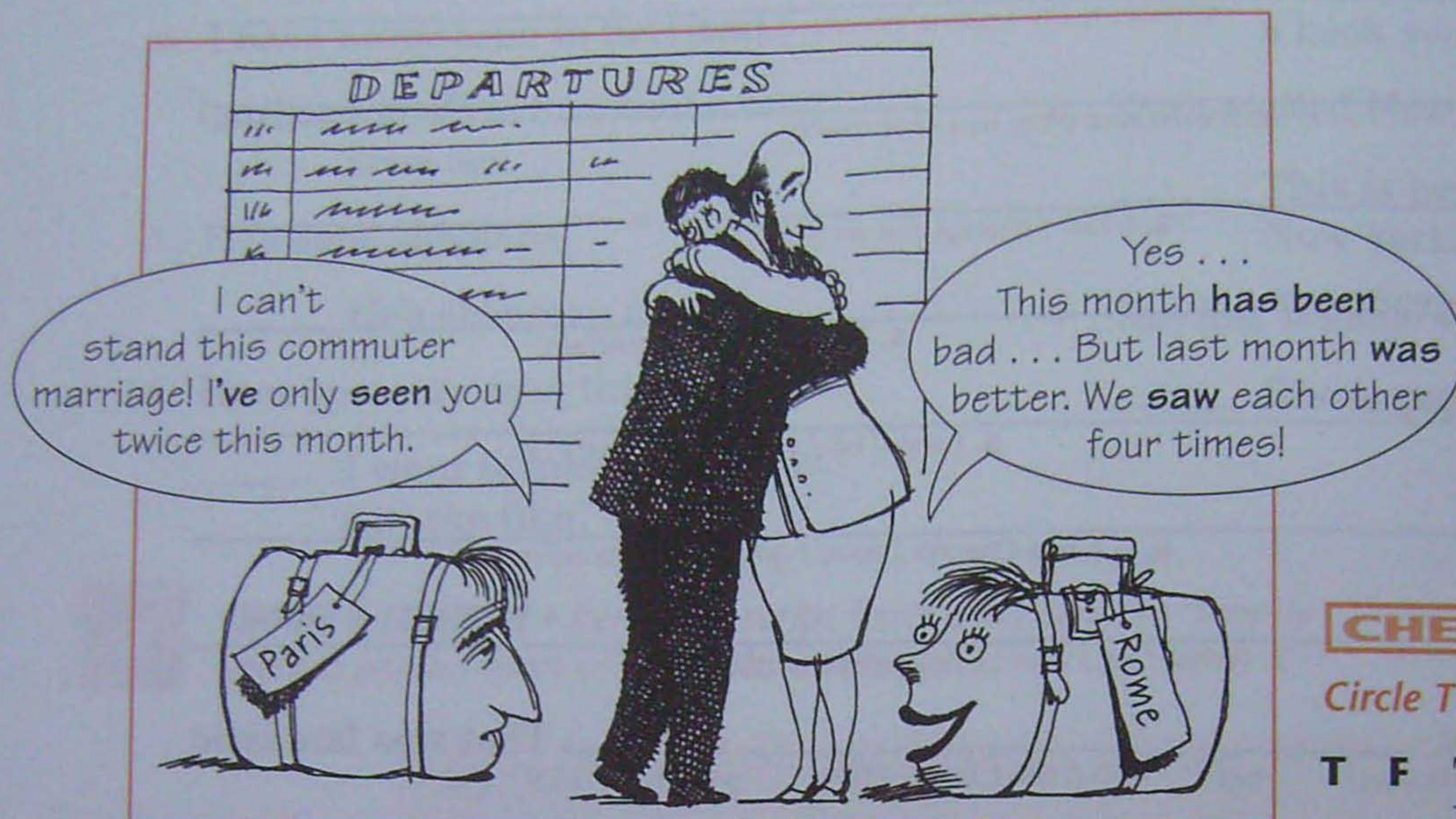
EDIT • Read this message from an online message board. Find and correct seven mistakes in the use of the present perfect. The first mistake has already been corrected.

Family Fan Chat

Subj.: Re: Gary's Blind Date
 From: Yikes123
 I've never ~~laugh~~^{laughed} so much in my life! Did you see the blind date episode on Family? Have you never seen anything so funny? I LOVE the show! It's the best show I have ever saw in my life. I really enjoyed it lately. By the way, have you notice that Gary and Alison are beginning to get on? I think Gary have started to fancy her. Last night, Alison has moved next door to Gary but he doesn't know yet! I can't wait to see what happens in the next episode. Does anyone know when Gary's book is coming out?

UNIT 14

Present Perfect and Past Simple



CHECK POINT

Circle T (True) or F (False).

T F The husband and wife live in different cities.

CHART CHECK 1

Tick the correct answer.

Use **have** to form

- ☐ the past simple.
- ☐ the present perfect.

AFFIRMATIVE STATEMENTS

PRESENT PERFECT	PAST SIMPLE
She's owned the business since 2001. They've met twice this month.	She owned the business from '01 to '03. They met twice last month.

NEGATIVE STATEMENTS

PRESENT PERFECT	PAST SIMPLE
She hasn't owned the business for long. They haven't met this month.	She didn't own the business for long. They didn't meet last month.

CHART CHECK 2

Tick the correct answer.

Questions in the present perfect are formed with:

- ☐ **have** + base form of verb
- ☐ **have** + past participle

YES/NO QUESTIONS

PRESENT PERFECT	PAST SIMPLE
Has she owned it for long? Have they met this month?	Did she own it for long? Did they meet last month?

WH- QUESTIONS

PRESENT PERFECT	PAST SIMPLE
How long has she owned it? How often have they met this month?	How long did she own it? How often did they meet last month?

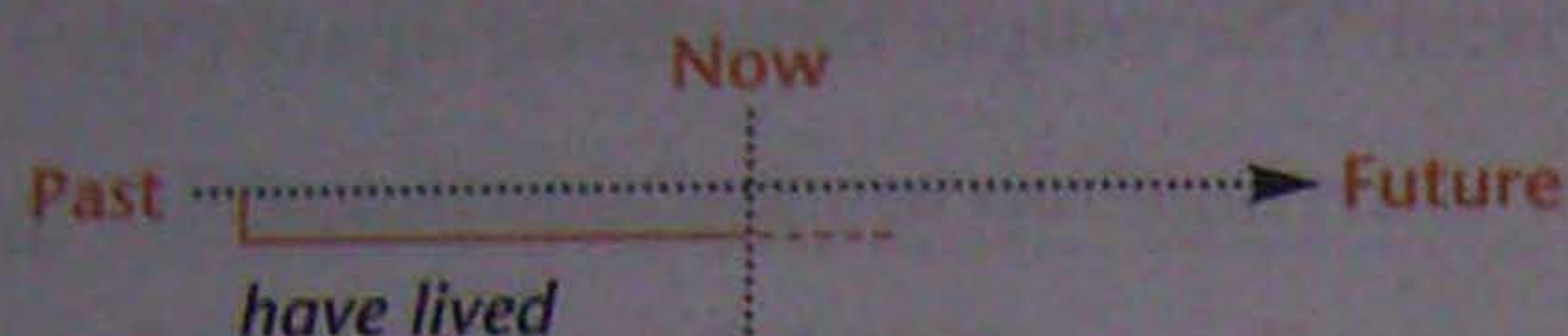
EXPRESS CHECK

Circle the correct words to complete these sentences.

They have met / met in 1999. They have been / were married since 2000.

Grammar Explanations

1. The **present perfect** is used to talk about things that started in the past, continue up to the present and may continue into the future.



The **past simple** is used to talk about completed actions in the past.

Examples

- They've **decided** to live apart for a few years
(We don't know when they decided; the time is not important.)
- They **have lived** apart for the past three years.
(They started living apart three years ago, and they are still living apart.)
- They've **lived** apart since 1998.
(They are still living apart.)
- They **lived** apart until 2000.
(They don't live apart any more.)

2. The **present perfect** is used to talk about things that have happened in a period of time that is not finished, such as **today, this month, this year**.

The **past simple** is used to talk about things that happened in a period of time that is finished, such as **yesterday, last month, last year** and **this morning** when it is after 12 p.m.

- I've **had** three cups of coffee **this morning**.
(It's still this morning. I might have more.)
- I **had** three cups of coffee **yesterday**.
(Yesterday is finished.)
- I **had** three cups of coffee **this morning**.
(It's now 2 p.m. This morning is finished.)



IDENTIFY • Read about Joe and Maria. Circle the verbs in the present perfect. Underline the past simple verbs.

Many modern marriages are finding interesting solutions to difficult problems. Joe and Maria, for example, have been married since 1995. After their wedding, the couple settled down in Ipswich, where Maria opened an accounting business. Then, in 1997, Joe lost his job. By that time, Maria's new business was booming, so they didn't consider moving. Joe never found a new job in Ipswich but in 1998, he got an exciting offer on the other side of the country – in Bristol. The couple have lived apart ever since. How have they handled this 'commuter marriage' up to now? Joe notes, 'It certainly hasn't been easy. We've been geographically separated for a few years but we've grown a lot closer emotionally. For that reason, it's been worth it.'

TRUE OR FALSE • Now write T (True) or F (False) for each statement.

- F 1. Joe and Maria are divorced.
2. Maria started her own business in Oxford.
3. The couple used to live apart.
4. In 1997, they thought about moving.
5. The couple are now closer emotionally.



COMPLETE • Joe is calling Maria. Complete their conversation with the correct form of the verbs in brackets and with short answers. Choose between the present perfect and the past simple.

- JOE:** Hi, Maria. Did you finish that report yesterday?
1. (finish)
- MARIA:** No, I didn't. I'm still writing it and I worrying
2. about it all week. 3. (not stop)
- JOE:** Apart from that, how the week so far?
4. (be)
- MARIA:** OK, I suppose. I'm a bit tired. I only for a few hours last
5. (sleep) night.
- JOE:** It sounds as if you much rest this week. Listen – we
6. (not have) each other only twice this month. I'll come tomorrow.
7. (see)
- MARIA:** OK, but I'll still have to work. Last time you came I any
8. (not do) work.

JOE: That's true, but it _____ us at all, remember? Listen, why don't
 you relax now? _____ you _____ that special herbal
 tea yet?

MARIA: _____. In fact, I _____ five cups so far today and it's
 only 3 o'clock. Yesterday I _____ at least six cups.

3

ASK & ANSWER • Lifestyle Magazine (LM) is interviewing Joe and Maria. Complete the interview using the words in brackets and information from Exercise 1. Choose between the present perfect and the past simple.

LM: When did you get married?
 JOE: We got married in 1995.
 LM: Did you live in Ipswich after that?
 MARIA: Yes, we did.
 LM: _____
 MARIA: _____
 LM: _____
 MARIA: _____
 LM: _____
 MARIA: _____
 LM: _____
 JOE: _____
 LM: _____
 MARIA: _____

4

EDIT • Read this entry from Maria's diary. Find and correct six mistakes in the use of the present perfect and the past simple. The first mistake has already been corrected.

28 December

It's 8:00 P.M. It ~~was~~ ^{'s been} a hard week and it's not over yet! I still have to finish that report. I've started it last Monday but so far I've wrote only five pages. And it's due next week! Work was so difficult lately. I've worked late every night this week. I'm tired and I haven't got much sleep last night. I miss Joe. I've seen him last weekend but it seems like a long time ago.

UNIT 15

Present Perfect Continuous



Jane, Louise and Sarah **have been collecting** Beanie Babies for years.

CHECK POINT

Tick the correct sentence.

- ☐ The girls don't play with Beanie Babies any more.
- ☐ The girls are still collecting Beanie Babies.

CHART CHECK 1

Circle T (True) or F (False).

T F The present perfect continuous is always formed with the word **been**.

STATEMENTS

SUBJECT	HAVE	(NOT)	BEEN	BASE FORM OF VERB + -ING		SINCE/FOR
I/We/You*/They	have	(not)	been	collecting	toys	since 1992.
He/She/It	has	(n't)		playing with		for a long time.

*You is both singular and plural.

CHART CHECK 2

Check the correct answer.

In questions, which parts of the verb come after the subject?

- ☐ **have been**
- ☐ **been + base form + -ing**

YES/NO QUESTIONS

HAVE	SUBJECT	BEEN	BASE FORM + -ING		SINCE/FOR
Have	you	been	collecting	toys	since 1992?
Has	he		playing with		for a long time?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	we	have.	No,	we	haven't.
	he	has.		he	hasn't.

WH- QUESTIONS					
WH- WORD	HAVE	SUBJECT	BEEN	BASE FORM + -ING	
How long	have	you	been	collecting	toys?
	has	he		playing with	them?

EXPRESS CHECK

Complete these conversations.

A: How long _____ he been living here?

B: _____ a long time.

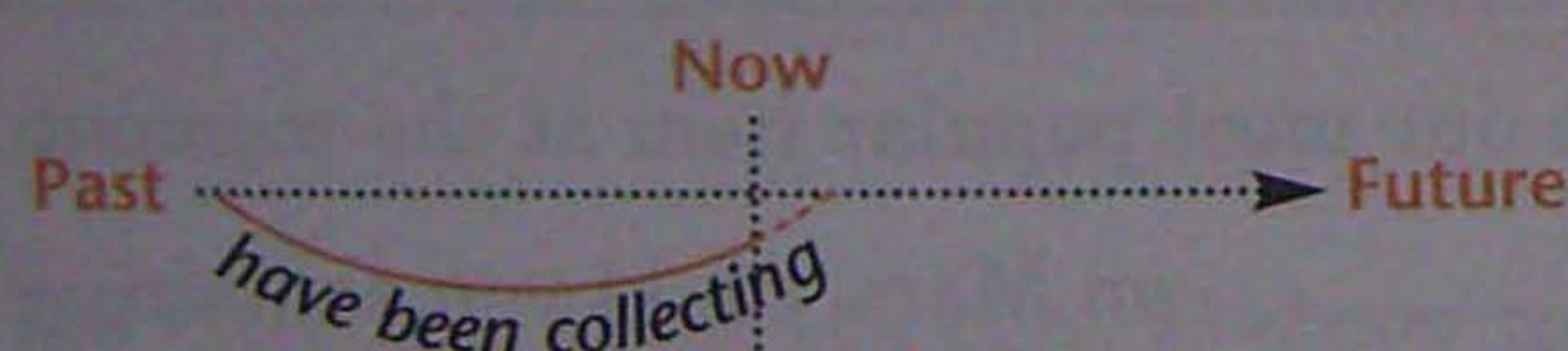
A: I've _____ collecting coins since last year.

B: Really? Have you been _____ foreign coins?

Grammar Explanations

Examples

1. Use the **present perfect continuous** to talk about things that started in the past and continue up to the present. The situation is usually not finished, and it will probably continue into the future.



REMEMBER! Stative verbs are usually not used in the continuous.

- I've **been collecting** Beanie Babies for four years. (*I started collecting them four years ago, and I'm still collecting them.*)

- I've **owned** this doll for years.
NOT I've been owning this doll for years.

2. Use the **present perfect continuous** to describe things that have stopped very recently. The action is not happening now but you can still see the results of the action.

- The kids **have been playing** here. Their toys are all over the room.
- It's **been raining**. The streets are still wet.

Check it out!

For a list of common stative verbs, see Appendix 2 on page 337.

For the difference between the present perfect and the present perfect continuous, see Unit 16.

1. Gina has been collecting stamps since she was at school.

- a. Gina stopped collecting stamps.
 - b. Gina still collects stamps.
2. Edward has been writing an article about toys.
- a. The article is finished.
 - b. The article isn't finished yet.
3. They've been selling a lot of Pokémon toys.
- a. People are still buying Pokémon toys.
 - b. The Pokémon craze is over.

4. Daniel looked out of the window and said, 'It's been raining.'

- a. It's still raining.
 - b. It stopped raining a short while ago.
5. It's been raining since 6:00.
- a. It's still raining.
 - b. It stopped raining a short while ago.
6. They've been playing for hours.
- a. They've stopped playing.
 - b. They're still playing.

2

COMPLETE • Edward Simpson (ES) interviewed the manager of Toys and Us (TAU) recently. Complete the interview with the present perfect continuous form of the verbs in brackets. Use short answers when appropriate.

ES: So, have you been selling a lot of toys this season?

TAU: Yes, we have, Edward. In fact, Pokémon toys and games
very fast. They're our most popular item at the moment.

ES: In case one of our viewers _____ on Mars, could you explain what Pokémon toys are?

TAU: Ha ha. I bet the company _____ Pokémon to Mars, too. This product started out in Japan as a computer game. Since 1996, the characters _____ in collectors' cards, board games – you name it.

ES: Why _____ this craze _____ people all over the world?

TAU: Well, my husband these products for our children for several years because the characters are not violent. Maybe that's why.

ES: How about Power Rangers? _____ people _____ up for them? **9. (queue)**

TAU: 10. People 11. (not ask) for Power Rangers very much lately.

3

DESCRIBE • Look at the two pictures of journalist Edward Simpson. Write sentences describing what has been going on. Use the present perfect continuous form of the verbs in brackets. Choose between affirmative and negative forms.



1. He's been doing research on new toys.
(do research on new toys)
2. _____
(test the roller blades)
3. _____
(play basketball)
4. _____
(eat pizza)
5. _____
(drink Coke)
6. _____
(build a racing car)
7. _____
(play video games)
8. _____
(send emails)

4

EDIT • Read the thank-you note. Find and correct six mistakes in the use of the present perfect continuous. The first mistake has already been corrected.

Dear Aunt Sally,

Thank you very much for the Pokémon cards. My friend and I have been ^{playing} ~~play~~ with them all day. So far, I am been winning. I really love Pokémon. My mum been buying the toys for us because she thinks they're fun, too. All my friends were collecting the cards for months now. Tonya loves the computer game you sent, too. She've been asking me to play with her but I've been having too much fun with my cards.

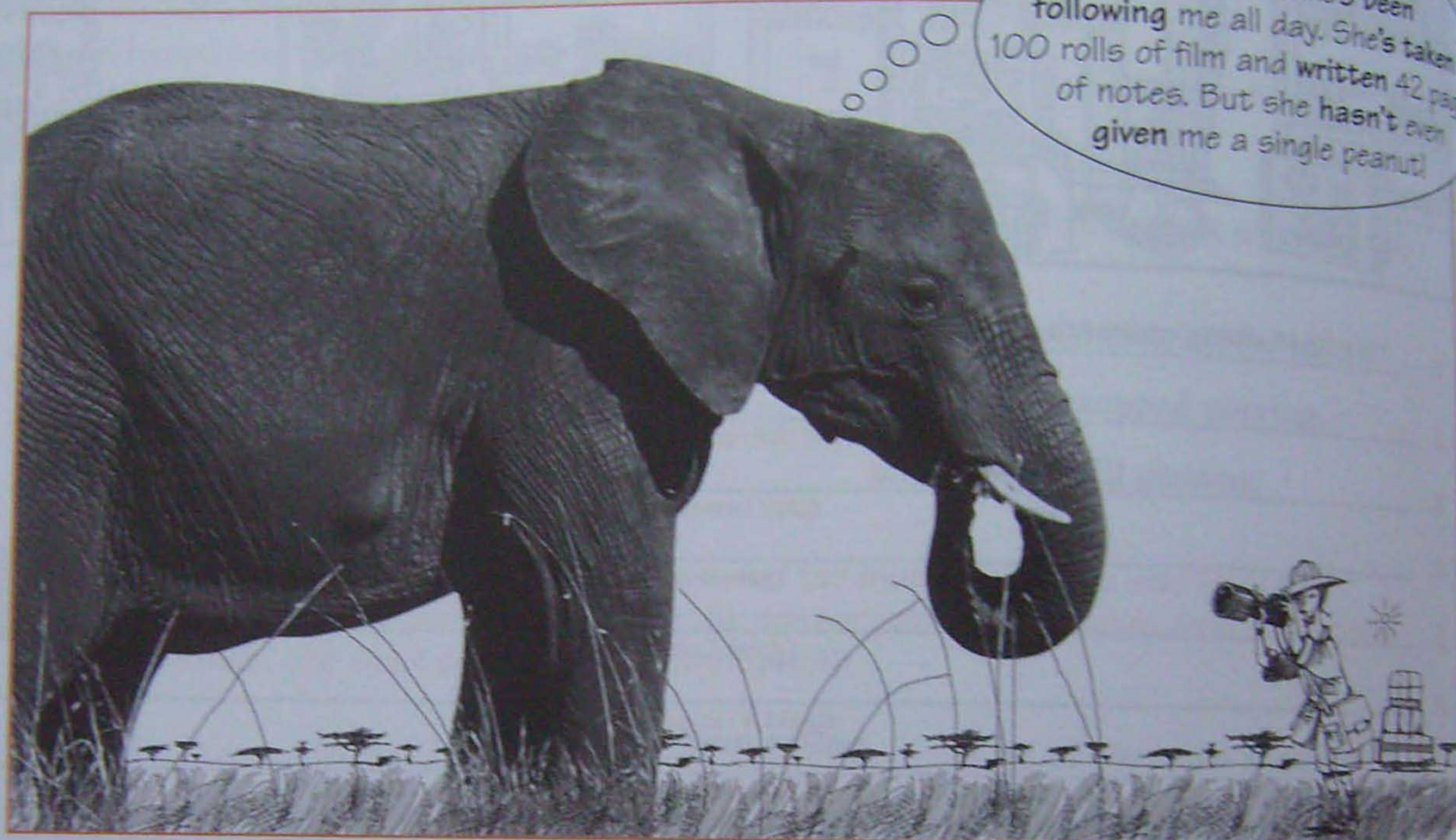
I hope you are well. I've been thought about you a lot. I hope you can come and visit us soon.

Love,

Patrick

UNIT 16

Present Perfect and Present Perfect Continuous



CHECK POINT

Circle T (True) or F (False).

The woman has finished

T F following the elephant.

T F taking 100 rolls of film.

CHART CHECK

Circle T (True) or F (False).

T F In some sentences, you can use either the present perfect or the present perfect continuous.

PRESENT PERFECT

Elephants **have roamed** the earth for thousands of years.
I've **read** two books about elephants.
Dr Owen **has written** many articles.
She's **lived** in many countries.

PRESENT PERFECT PROGRESSIVE

Elephants **have been roaming** the earth for thousands of years.
I've **been reading** this book since Monday.
She's **been writing** articles since 1990.
She's **been living** in France for a year.

EXPRESS CHECK

Complete this conversation with the correct form of the verb **eat** and one short answer.

A: He's been _____ all morning!

B: What _____ he _____ eating?

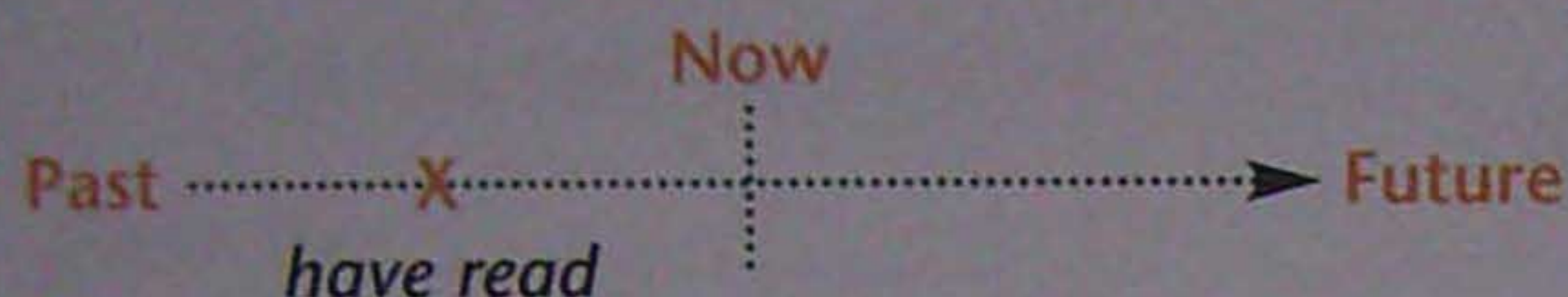
A: Peanuts. He _____ eaten five bags of peanuts!

B: _____ he eaten the whole supply?

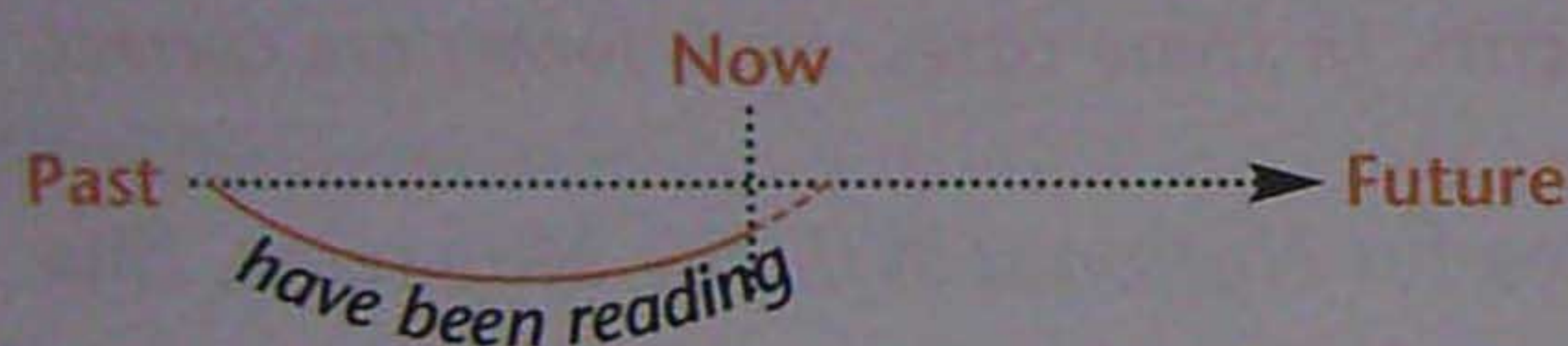
A: _____, he _____. There are still ten bags left.

Grammar Explanations

1. The **present perfect** often shows that something is finished. It focuses on the result of the action.



The **present perfect continuous** often shows that an activity is unfinished. It focuses on the continuation of an action.



- I've **read** a good book about elephants.
(I've finished reading the book and now I know a lot about elephants.)
- She's **written** the article.
(She's finished writing the article.)
- I've **been reading** a book about elephants.
(I'm still reading it.)
- She's **been writing** an article.
(She's still writing it.)

2. We often use the **present perfect** to talk about
- how much someone has done.
 - how many times someone has done something.
 - how many things someone has done.

We often use the **present perfect continuous** to talk about how long something has been happening.

- **BE CAREFUL!** We do not usually use the present perfect continuous when we mention a number of completed events.

- I've **read a lot** about it.
- I've **been** to Africa **twice**.
- She's **written several** really good articles.
- I've **been reading** books on elephants **for two months**.
- I've **read** that book **twice**.
NOT I've been reading that book twice.

3. Sometimes you can use either the **present perfect** or the **present perfect continuous**. The meaning is basically the same. This is especially true when you use verbs such as **live, work, study** and **teach** with **for** or **since**.

- She's **studied** elephants **for** two years.
OR
- She's **been studying** elephants **for** two years.
(In both cases, she started studying elephants two years ago and she is still studying them.)

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Professor Owen has been reading a book about elephants.
 F She has read the whole book.
2. She's read a book about elephants.
 _____ She has read the whole book.
3. She's written a magazine article about the rain forest.
 _____ She has written the whole article.
4. She's been waiting for some supplies.
 _____ She has got the supplies now.
5. They've lived in Uganda since 1992.
 _____ They are still in Uganda.
6. They've been living in Uganda since 1992.
 _____ They still live in Uganda.

2

CHOOSE • Here are some statements about Professor Owen's work. Circle the correct form of the verbs to complete these statements. In some cases, both forms are correct.

1. Professor Owen is working on two articles for *National Wildlife Magazine*. She has written / has been writing these articles since Monday.
2. *National Wildlife Magazine* has published / has been publishing its annual report on the environment. It's an excellent report.
3. Five hundred and sixty African elephants have already died / have been dying this year.
4. Professor Owen has given / has been giving many talks about wildlife preservation in the last few years.
5. She has spoken / has been speaking at our school many times.
6. Professor Owen was late for a meeting. When she arrived, the chairperson said, 'At last, you're here. We have waited / have been waiting for you.'
7. Professor Owen has lived / has been living in England for the last two years.
8. She has worked / has been working with environmentalists in England and France.
9. She has set up / has been setting up a new study group to discuss the problem of endangered animals. The group has already met twice.

3 COMPLETE • Read this entry from Dr Owen's field journal about an elephant she calls Grandad. Use the present perfect or the present perfect continuous form of the verbs in brackets.

We 've been hearing about Grandad since we arrived here in Amboseli Park. He is one of the last 'tuskers'. Two days ago, we finally saw him. His tusks are more than two metres long. I never anything like them. Grandad here for more than sixty years. He everything and he countless threats from human beings. Young men their courage against him and poachers him for his ivory. His experience and courage him so far. For the last two days, he slowly through the tall grass. He and . Luckily, it a lot this year and even the biggest elephants enough food and water.

4 EDIT • Read this student's report. Find and correct six mistakes in the use of the present perfect and present perfect continuous. The first mistake has already been corrected.

living

Elephants and their ancestors have been ~~live~~ on this planet for 5 million years. Scientists have found their bones in many places, from Asia to North America. Present-day elephants has also survived in different kinds of environments, including very dry areas in Niger, grasslands in East Africa and forests in West Africa. Because of their great size and strength, elephants have always fascinating humans. Our fascination has almost caused African elephants to become extinct. Poachers (illegal hunters) have already been killing hundreds of thousands of elephants for the ivory of their tusks. After 1989, it became illegal to sell ivory. Since then, the elephant population has been grown steadily. Recently, several countries have been protecting elephants in national parks and herds have become larger and healthier.

UNIT 17

Past Perfect



Chat show host Oprah Winfrey with her TV audience.

CHECK POINT

Tick the event that happened first.

- ☐ Oprah had her twelfth birthday.
- ☐ Oprah decided on a career.

CHART CHECK 1

Circle T (True) or F (False).

T F The past perfect uses **had** for all subjects.

STATEMENTS

SUBJECT	HAD (NOT)	PAST PARTICIPLE	
I/He/She/We/You*/They	'd had (not)	decided	by then.
It	hadn't	been	easy.

*You is both singular and plural.

CHART CHECK 2

Tick the correct answer.

In past perfect questions, where does **had** go?

- ☐ before the subject
- ☐ after the subject

YES/NO QUESTIONS

HAD	SUBJECT	PAST PARTICIPLE	
Had	she	decided	by then?
	it	been	easy?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	she	had.	No,	she	hadn't.
	it			it	

WH- QUESTIONS

WH- WORD	HAD	SUBJECT	PAST PARTICIPLE	
Why	had	she	decided	to be a chat show host?
		it	been	easy?

EXPRESS CHECK

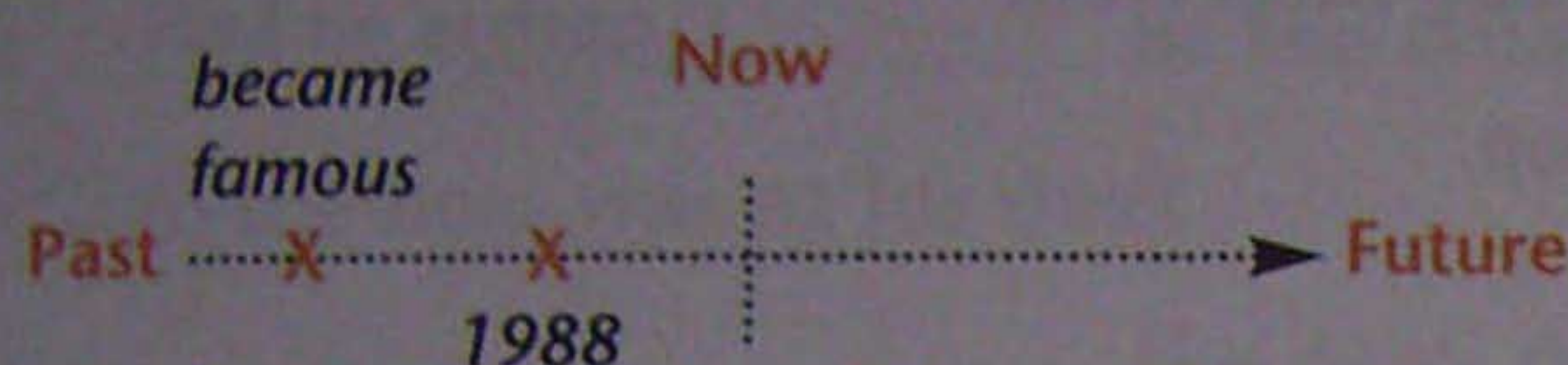
Complete this conversation with the verb **arrive**.

A: Had she _____ by 9:00?

B: No, she _____.

Grammar Explanations

1. Use the **past perfect** to show that something happened before a specific time in the past.



Examples

- By 1988, Oprah Winfrey **had become** famous.
- It was 1985. She **had** already **been** in a Hollywood film.

2. The **past perfect** always shows a relationship with another past event.

Use the past perfect for the earlier event. Use the past simple for the later event.

- **BE CAREFUL!** In these sentences with **when**, notice the difference in meaning between the past simple and the past perfect.

- In 1990, Oprah **invited** Matt on the show. He **had been** an author for two years. (*He was an author before 1990.*)
- By the time Jill **got** home, 'The Oprah Winfrey Show' **had finished**.
- **When** the show ended, she **left**. (*First the show ended. Then she left.*)
- **When** the show ended, she **had left**. (*First she left. Then the show ended.*)

3. **Already, yet, ever** and **never** are often used with the **past perfect** to emphasise the event which happened first.

- I saw *The Color Purple* last night. I **had never seen** it before.
- Jason **had already seen** it.

4. When the time relationship between two past events is clear, you can use the **simple past for both events**. The meaning is usually clear when you use **after, before** or **as soon as** to connect the events.

- **After** Oprah **had appeared** in *The Color Purple*, she **got** a part in another film.
- OR
- **After** Oprah **appeared** in *The Color Purple*, she **got** a part in another film.

5. We often use the **past perfect** with **by** (a certain time).

- **By 1966**, Oprah **had decided** on a career.

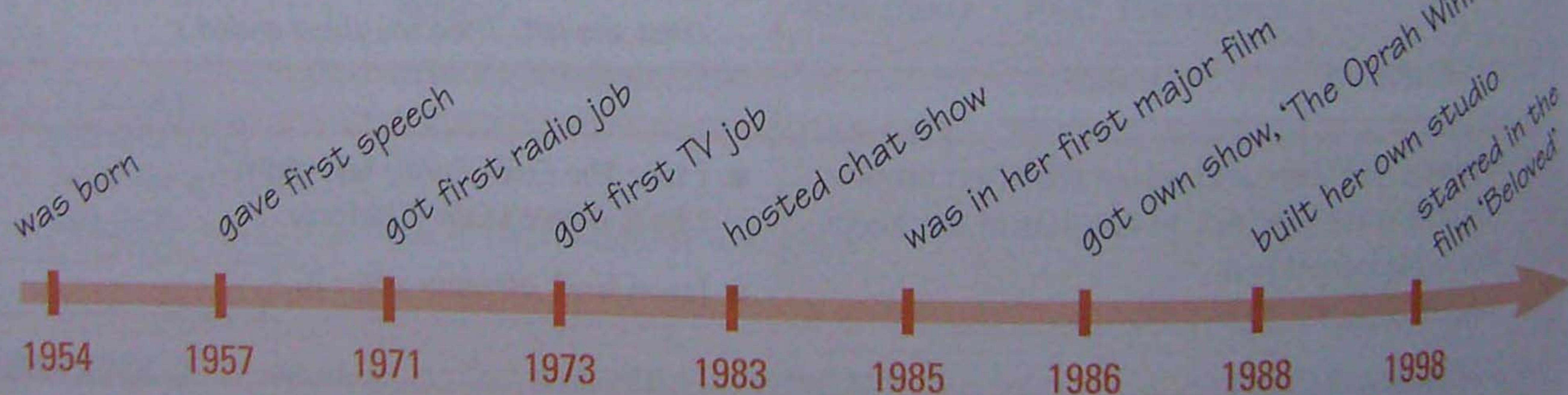
1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. When I got home, 'The Oprah Winfrey Show' started.
 ___ F ___ First the Oprah show started. Then I got home.
2. When I got home, 'The Oprah Winfrey Show' had started.
 _____ First the Oprah show started. Then I got home.
3. Oprah's guest had lost 25 kilos when she interviewed him.
 _____ The guest lost the weight before the interview.
4. By the end of the show, I had fallen asleep.
 _____ I fell asleep after the show.
5. When I went to bed, I had turned off the radio.
 _____ I turned off the radio after I went to bed.
6. By midnight, I had finished the magazine article.
 _____ I finished the article before midnight.

2

COMPLETE • Look at some important events in Oprah Winfrey's career. Then complete the sentences below. Use the past perfect with **already** or **not yet**.



1. By 1958, Oprah _____ had already given _____ her first speech.
2. By 1971, she _____ her first TV job.
3. By 1972, she _____ her first radio job.
4. By 1973, she _____ her first TV job.
5. By 1985, she _____ her own TV show.
6. By 1986, she _____ in a major film.
7. By 1987, she _____ her own studio.
8. By 2000, she _____ in the film 'Beloved'.

3

ASK & ANSWER • Look at this typical timetable for a TV chat show host. Complete the questions about his timetable. Use the past perfect and give short answers.

7:00 a.m.	Arrive at studio
8:00	Review day's filming
11:00	Discuss future shows with assistant producers
2:00 p.m.	Hair and make-up
2:30	Meet the day's guests
3:00	Record the show
4:30	Work out with trainer

1. It was 7:45. The host was on schedule.

A: Had he arrived at the studio yet?

B: Yes, he had.

2. At 7:30 the host was at his desk.

A: the day's filming yet?

B:

3. At 10:55 he was having coffee.

A: the day's filming by that time? B:

4. It was 2:00. He was on his way to make up.

A: the day's guests by then?

B:

5. At 4:00 he had a late lunch.

A: the show yet?

B:

6. He went to bed at 10:30.

A: with his trainer that day?

B:

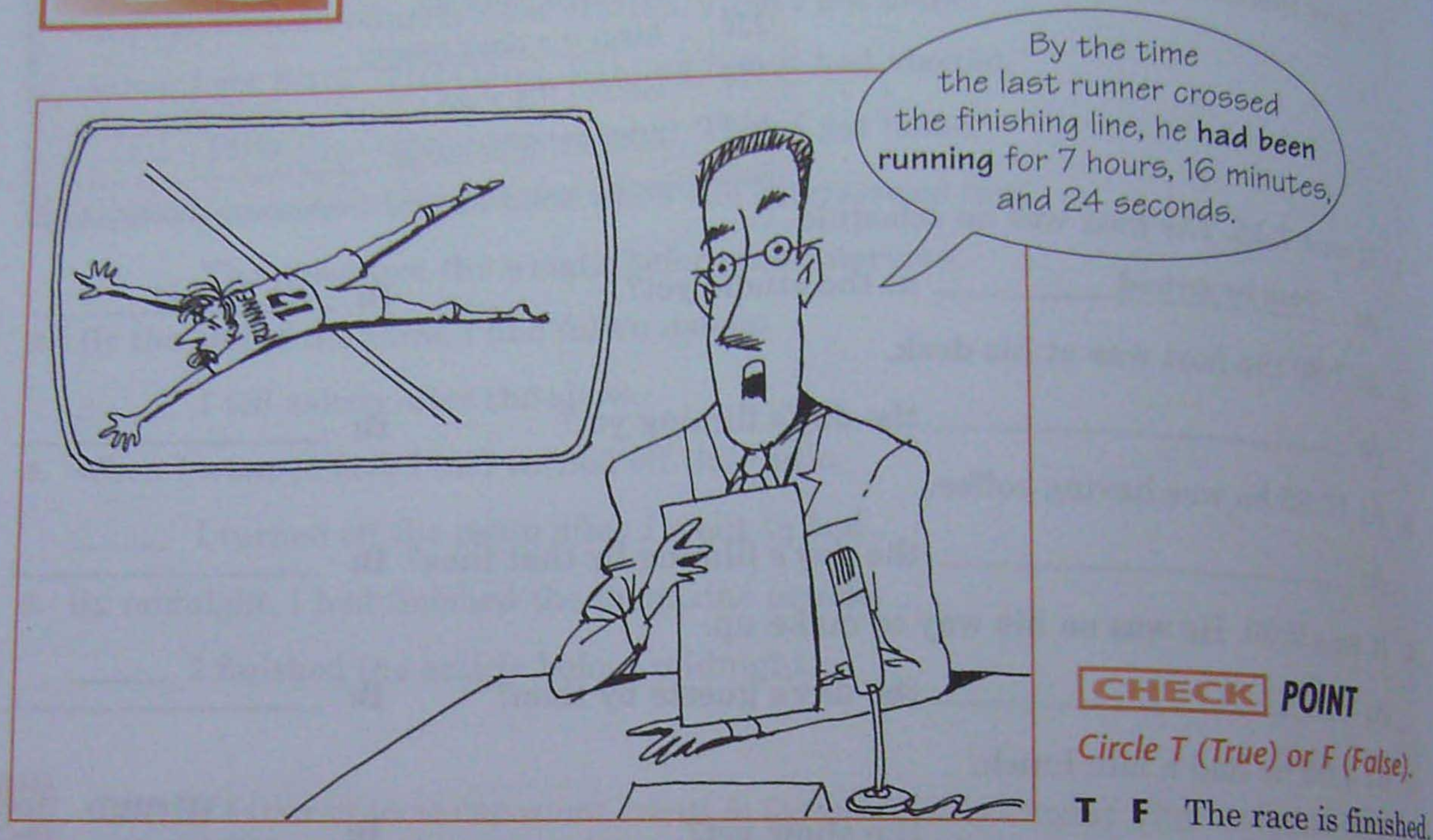
4

EDIT • Read this student's report. There are six mistakes in the use of the past perfect. Find and correct them. The first mistake has already been corrected.

Oprah Winfrey is an amazing person! By the time she was twelve, she ^{had}~~has~~ already decided on a career. Not long afterwards, she got her first radio job. Although she hadn't have any experience, she became a news reporter. When she got her own TV chat show, she has already acted in a major Hollywood film. By the late 1980s, 'Oprah Winfrey' had became a household word. Then in 1994, she decided to improve the quality of chat show themes. She also made a personal change. She had always had a weight problem but in 1995, TV viewers saw a new Winfrey. She had losed almost 40 kilos as a result of dieting and working out. She had also compete in a marathon. She has really been an inspiration to many people.

UNIT 18

Past Perfect Continuous



By the time the last runner crossed the finishing line, he **had been** running for 7 hours, 16 minutes, and 24 seconds.

CHECK POINT
Circle T (True) or F (False).
T F The race is finished.

CHART CHECK

Tick the correct answer.

What form of **be** does the past perfect continuous always use?

- ☐ **was** or **were**
☐ **is, am** or **are**
☐ **been**

STATEMENTS

SUBJECT	HAD (NOT)	BEEN	BASE FORM OF VERB + -ING	
I/He/She/It/We/You*/They	had (not) had(n't)	been	running working	all day.

*You is both singular and plural.

YES/NO QUESTIONS

HAD	SUBJECT	BEEN	BASE FORM + -ING	
Had	she	been	running working	all day?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, she had.	No, she hadn't.

WH- QUESTIONS

WH- WORD	HAD	SUBJECT	BEEN	BASE FORM + -ING
How long Why	had	she	been	running? working?

EXPRESS CHECK

Complete this conversation with the past perfect continuous form of the verb **practise**.

A: How long _____ she _____ when she entered the race?

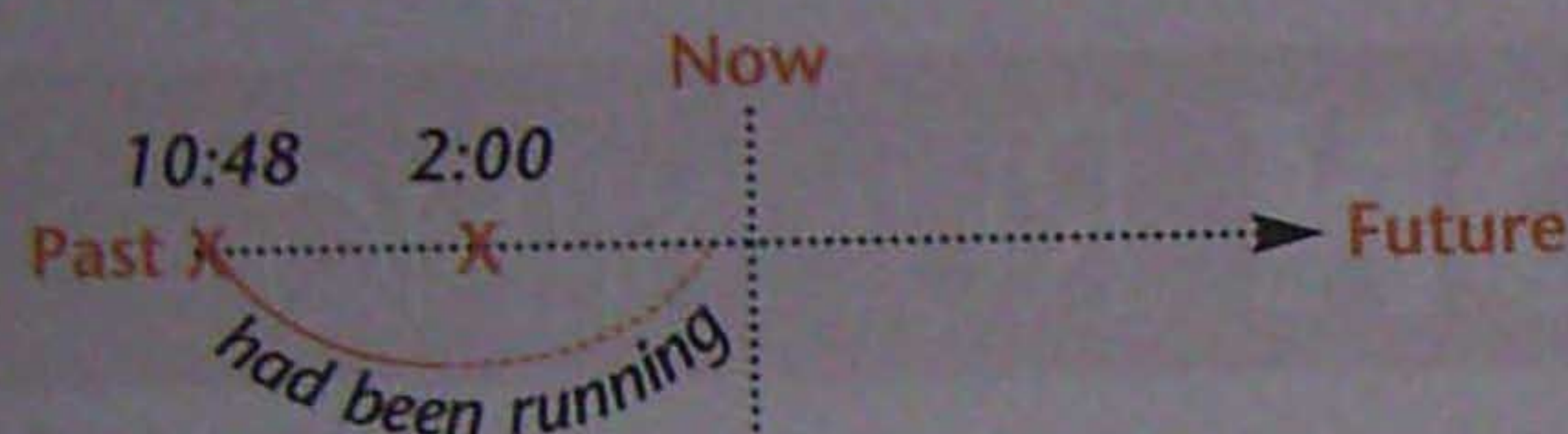
B: She _____ for more than two years.

A: _____ she _____ alone?

B: No, she _____. She _____ with a partner.

Grammar Explanations

1. Use the **past perfect continuous** to talk about an action that was in progress before a specific time in the past. The continuous emphasises the continuation of an action, not the end result.



REMEMBER! Stative verbs are not usually used in the continuous.

- It was 2:00 p.m. The runners **had been running** since 10:48 a.m.
- I finally saw Rob at 4:00 p.m. I **had been waiting** for hours.
- One runner fainted during the race. She **hadn't been drinking** enough water.

- It was 5:00 p.m. He **had had** a headache all day.
NOT He ~~had been having~~ a headache all day.

2. The **past perfect continuous** always shows a relationship with another past event.

Use the past perfect continuous for the earlier event. Use the past simple for the later event.

- She **had been training** for three years when she **entered** the race.
(First she trained. Then she entered the race.)

3. We often use the **past perfect continuous** to draw conclusions about past events based on evidence.

- She was out of breath. It was clear that she **had been running**.
- The streets were wet. It **had been raining**.

4. **BE CAREFUL!** In these sentences with **when**, notice the difference in meaning between the past continuous and the past perfect continuous.

- **When** the race started, it **was raining** and the streets were wet.
(It was still raining during the race.)
- **When** the race started, it **had been raining** and the streets were wet.
(It wasn't raining during the race. It had already stopped.)

Result

- b 1. She was out of breath.
2. The ground was wet.
3. Her eyes were red.
4. There was an open book on the sofa.
5. There was an empty box on the floor.
6. The TV was on.

Cause

- a. He had been reading.
- b. She had been running.
- c. They had been watching the race.
- d. She had been crying.
- e. It had been raining.
- f. They had been eating pizza.

2

COMPLETE • Read this story from a magazine article. Complete it with the past perfect progressive form of the verbs in brackets.



MARATHON RUNNING

By BERNADINE MARTIN



On 23 October, I ran the Boston Marathon with a partner, Marcia Davis.

We had been training
1. (train)

together for a year. In fact, we
_____ to enter
the race ever since we watched

the Washington Marathon. The start of the race was dramatic. Up to that point, we _____ but we were very serious when we lined up. I was so nervous I couldn't breathe. Marcia and I _____ on those same streets for a couple of weeks, so at the beginning we did well. By the time we got to Heartbreak Hill, we _____ for almost three hours and I really believed we could finish. Then, halfway up the hill, Marcia stopped. She just couldn't run any more. We _____ to this race for so long that I didn't want to go on alone but Marcia wanted me to finish. When I got to the finishing line, I saw Marcia. She _____ for me for two hours. First we cried. Then we started talking about next year's marathon.

3 CHOOSE & COMPLETE • The magazine *Runner's World* (RW) is interviewing marathon winner Paolo Esposito (PE). Complete the interview with the past perfect continuous form of the correct verbs from the box. Use short answers where appropriate.

go out expect live ~~train~~ run

RW: You've just won the marathon. Congratulations! _____ Had you been training
1. for it for a long time?

PE: _____ Yes, I had _____ 2. For more than five years. First in Madrid, then in Rome.

RW: You tripped during the race. How long _____ 3. when that happened?

PE: It was in the last hour. Luckily it didn't keep me from winning.

RW: I understand that you recently married your trainer, Emilia Leale. How long _____ 4. together when you decided to get married?

PE: About six months. We met in Rome and knew straightaway that we wanted to be together.

RW: _____ 5. in Rome for a long time when you met?

PE: _____ 6. In fact, I had just moved there.

RW: You looked very calm when you crossed the finishing line.

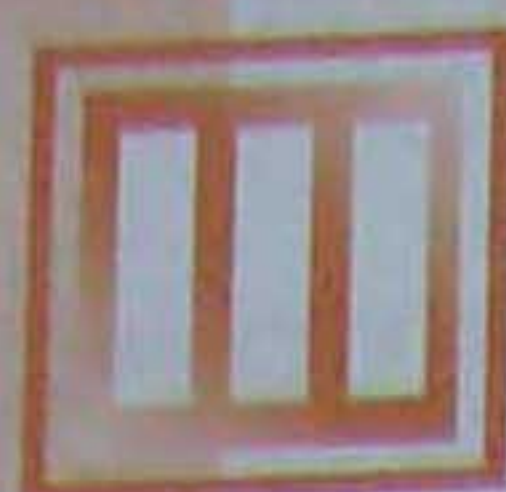
_____ 7. to win?

PE: _____ 8. ! I was really surprised. And very happy.

4 EDIT • Read part of an entry from a runner's diary. Find and correct five mistakes in the use of the past perfect continuous. The first mistake has already been corrected.

19 October

I've just got back from the marathon! I'm tired but very happy. When I crossed the finishing line, I ~~have~~ ^{had} been running for four hours and twenty-five minutes. Jeremy was standing there. He had been waited for me the whole time. We were both soaking wet – I, because I had been sweating; he, because it has been raining just a little while before. I was so glad to see him. I had been look forward to this day for so long and hoping that I could finish the race in less than four and a half hours. When I got home, I called my parents. They had watching the marathon on TV and had actually seen me cross the finishing line!



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

- (A) drink
(B) drinks

- (C) is drinking
(D) was drinking

A B C D

1. He _____ for the Olympics since 2002.
(A) practised (C) has been practising
(B) practises (D) was practising
2. We've known Sally _____ a long time.
(A) since (C) while
(B) by (D) for
3. We've been living in London since we _____.
(A) have graduated (C) graduated
(B) have been graduating (D) graduate
4. They haven't _____ an AIDS vaccine.
(A) yet developed (C) developed already
(B) developed yet (D) already develop
5. _____ you reserved your hotel room yet?
(A) Did (C) Do
(B) Have (D) Has
6. She hasn't _____ very often.
(A) flew (C) flown
(B) flies (D) flying
7. It _____ and the ground was still white.
(A) snows (C) would snow
(B) had been snowing (D) has snowed
8. Tina _____ last week.
(A) has arrived (C) has been arriving
(B) arrived (D) arrives
9. They _____ here for three years before they moved.
(A) live (C) had lived
(B) have lived (D) have been living
10. The show has _____ won an award.
(A) just (C) lately
(B) ever (D) yet

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

11. Professor Kidd _____ three books since 1999, and she's working on her fourth. A B C D
 (A) has been writing (C) wrote
 (B) has written (D) writes
12. We _____ to buy that car yet. A B C D
 (A) haven't decided (C) have decided
 (B) decided (D) are deciding
13. —Has Maria called yet?
 —Yes, she _____. But she didn't leave a message. A B C D
 (A) did (C) hasn't
 (B) called (D) has
14. Since I _____ university, I haven't had much spare time. A B C D
 (A) started (C) have started
 (B) was starting (D) start

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

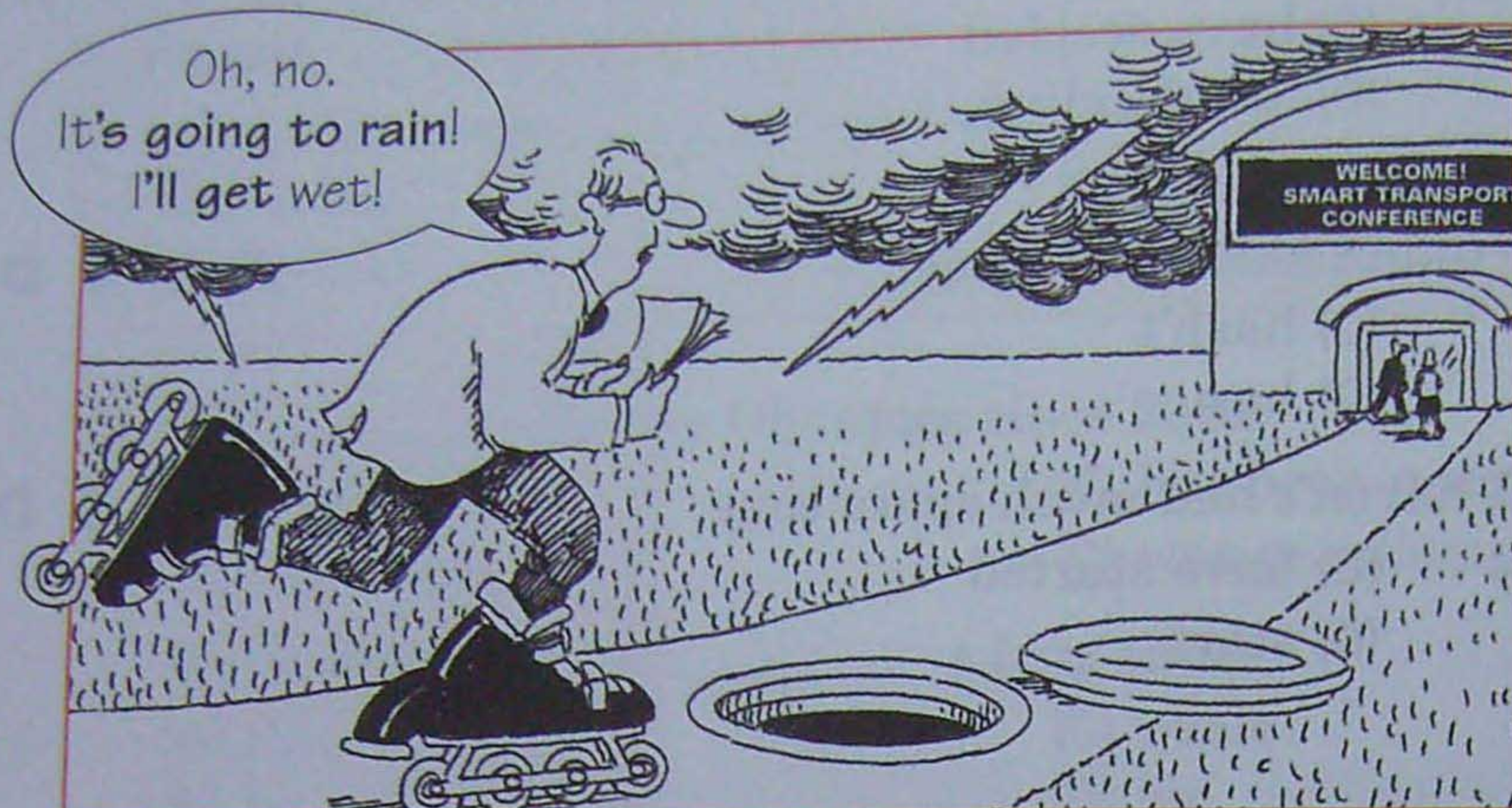
A B C D

15. When she was younger, she has played tennis every day. A B C D
16. It's already 10:00, but Jane hasn't finished her homework already. A B C D
17. I've been worrying about you because you haven't been seeming well lately. A B C D
18. I've read a good book recently, but I haven't finished it yet. A B C D
19. Did you done your homework, or have you been watching TV? A B C D
20. Karl has been driving since ten years. A B C D
21. We've been here only one day, but we've been taking three rolls of film. A B C D
22. This hotel has been already in business for fifty years. A B C D
23. How much coffee did you been drinking last night? A B C D
24. I've been studying French since I've started school. A B C D
25. Before she became a film star, she has been a stand-up comedian. A B C D

UNIT 19

Future:

Be going to and Will



CHECK POINT

Tick the main point of the cartoon.

- ☐ The man has forgotten his umbrella.
- ☐ The man is going to fall into the hole.

CHART CHECK 1

Tick the correct answer.

How many forms does **be** have in **be going to**?

- ☐ one
- ☐ two
- ☐ three

STATEMENTS: BE GOING TO

SUBJECT	BE*	(NOT) GOING TO	BASE FORM OF VERB	
I	am 'm	(not) going to	leave	soon.
He/She/It	is 's	(not) going to		
We/You*/They	are 're	(n't) going to		

*You is both singular and plural.

CHART CHECK 2

Circle T (True) or F (False).

T F In questions, a form of **be** goes after the subject.

YES/NO QUESTIONS: BE GOING TO

BE	SUBJECT	GOING TO	BASE FORM
Am	I	going to	leave soon?
Is	he		
Are	you		

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you	are.	No,	you	aren't.
	he	is.		he	isn't.
	I	am.		I	'm not.

WH- QUESTIONS: BE GOING TO

WH- WORD	BE	SUBJECT	GOING TO	BASE FORM
When Why	am	I	going to	leave?
	is	he		
	are	you		

CHART CHECK 3

Circle T (True) or F (False).

T F The form of **will** is the same for all subjects.

STATEMENTS: WILL

SUBJECT	WILL (NOT)	BASE FORM	
I/He/She/It/We/You/They	will (not) (won't)	leave	soon.

YES/NO QUESTIONS: WILL

WILL	SUBJECT	BASE FORM	
Will	he	leave	soon?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, he will.	No, he won't.

WH- QUESTIONS: WILL

WH- WORD	WILL	SUBJECT	BASE FORM
When	will	he	leave?

EXPRESS CHECK

Unscramble these words to form two sentences.

to • rain • It's • going _____.

an • get • I'll • umbrella _____.

Grammar Explanations

Examples

1. You can use **be going to** to talk about future plans and intentions.

You can use **will** to say what you think or guess will happen in the future.

- Professor Fox **is going to attend** a conference next week.
- I **'m going to go** with him.
- I think it **will be** very interesting.
- I suppose he **'ll talk** about his new invention.
- The cars of the future **won't run** on petrol.

2. Use **be going to** when something in the present leads you to predict something in the future.

Use **will** to give information about the future.

Use **will** when you decide something at the moment of speaking.

- Look at those dark clouds! **It's going to rain.**
NOT ~~Look at those dark clouds. It'll rain.~~
- Watch out! You **'re going to fall.**
- Professor Fox's books **will be** on sale at the conference.
- A:** Professor Fox is speaking at noon.
B: Oh. I think I **'ll go** to his talk.

Check it out!

There are other ways to talk about the future. See Unit 20, pages 84–85.

1

READ • Look at Professor Harry Fox's email message.

Harry's Travel Plans

Greg – Just a quick note to let you know my plans. I hear you're going to be in London next weekend. Unfortunately, I won't be there. That means I won't be able to go fishing with you on Saturday. I'm going to be in Newcastle giving a speech at the Smart Transport conference. I go every year but this is the first time I'm going to speak at it. The conference finishes on Saturday but I don't think I'm going to go back to London until Sunday night. I'm probably going to take the train instead of driving so I can get some work done. So, it doesn't look as if we'll get to see each other this time. I hope next time works out better. Harry

ANSWER • Tick all the things Harry Fox is going to do next weekend.

- | | | |
|--------------------------------------------------------|-------------------------------------------------|---------------------------------------------|
| 1. <input type="checkbox"/> be in London | 4. <input type="checkbox"/> attend a conference | 7. <input type="checkbox"/> drive to London |
| 2. <input checked="" type="checkbox"/> be in Newcastle | 5. <input type="checkbox"/> give a speech | 8. <input type="checkbox"/> see Greg |
| 3. <input type="checkbox"/> go fishing | 6. <input type="checkbox"/> return on Saturday | |

2

DESCRIBE • Look at the pictures. They show events from a day in Professor Fox's life. Write predictions or guesses. Use the words below and a form of **be going to** or **not be going to**.

answer the phone drive give a speech ~~rain~~ go on a journey watch TV



1. It's going to rain.



2. _____



3. _____



4. _____



5. _____



6. _____

3

COMPLETE • After his speech, Professor Fox answered questions from the audience. Complete the questions and answers. Use the words in brackets and **will** or **won't**.

WOMAN 1: My question is this, Professor Fox: _____ Will _____ the car of the future _____ run _____ on petrol?

Fox: No, it _____ won't _____. It _____ probably _____ solar energy.

WOMAN 2: _____ we still _____ flat tyres?

Fox: No, we _____. By the year 2010, tyres _____ a special seal so that they _____ themselves.

MAN 1: In what other ways _____ cars _____ different?

Fox: Well, instead of keys, cars _____ smart cards. These _____ a lot like credit cards. They _____ doors and they _____ the seats, mirrors and steering wheels. They _____ even _____ the inside temperature.

MAN 1: _____ they _____ car thefts?

Fox: Yes, they _____! Next question? That gentleman at the back.

MAN 2: How much _____ these cars _____?

Fox: I don't know exactly but they certainly _____ cheap. Nothing ever is!

4

EDIT • Read this email message to Professor Fox. Find and correct nine mistakes in the use of the future with **will** and **be going to**. The first mistake has already been corrected.

Re: Travel Plans

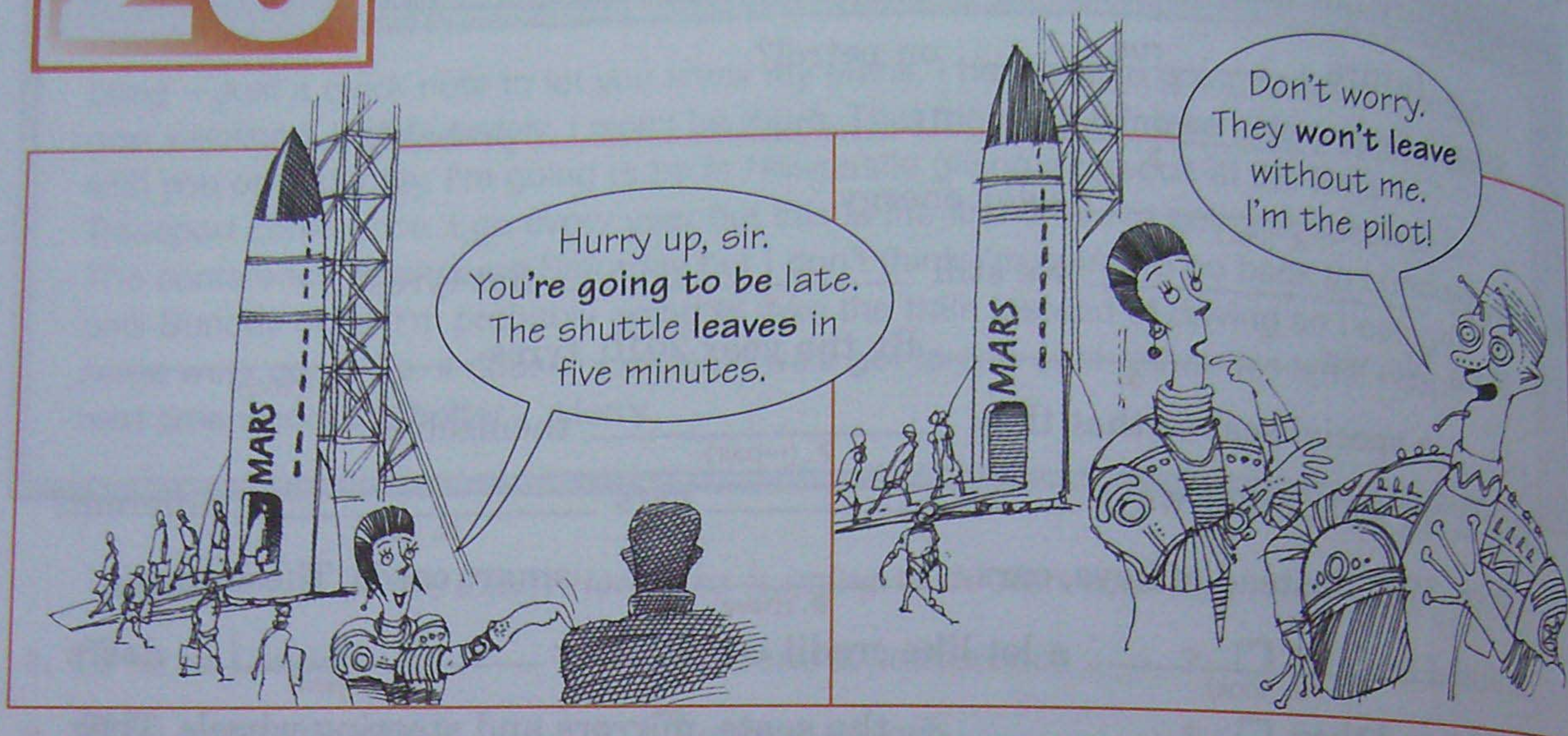
Harry – I'm sorry that we ~~will~~ ^{won't} be able to get together in London. Martha will misses you, too. Perhaps we can get together sometime next month. Martha and I am going to be in Birmingham until 15 July. After that, we are going visit our son in Brighton. His wife is pregnant and will have a baby in July. It's hard to believe that we going to be grandparents!

How exciting that you going to talk at the conference! I'm sure it wills be great.

I've got to run now. The sky is getting really dark and there'll be a storm. I want to get out of this office before then. More later. Greg

UNIT 20

Future: Contrast



CHECK POINT

Circle T (True) or F (False).

T F The shuttle to Mars has a scheduled departure time.

T F The pilot is too late.

CHART CHECK

Circle T (True) or F (False).

T F There are several ways to talk about the future.

T F You can't use the present simple to talk about the future.

AFFIRMATIVE STATEMENTS

We're going to leave	soon.
We'll leave	
We're leaving	
We leave	

NEGATIVE STATEMENTS

We aren't going to leave	until 1:00.
We won't leave	
We aren't leaving	
We don't leave	

YES/NO QUESTIONS

Is she going to leave	soon?
Will she leave	
Is she leaving	
Does she leave	

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes,	she is.	No,	she isn't.
	she will.		she won't.
	she is.		she isn't.
	she does.		she doesn't.

WH- QUESTIONS

When **is** she going to leave?
 When **will** she leave?
 When **is** she leaving?
 When **does** she leave?

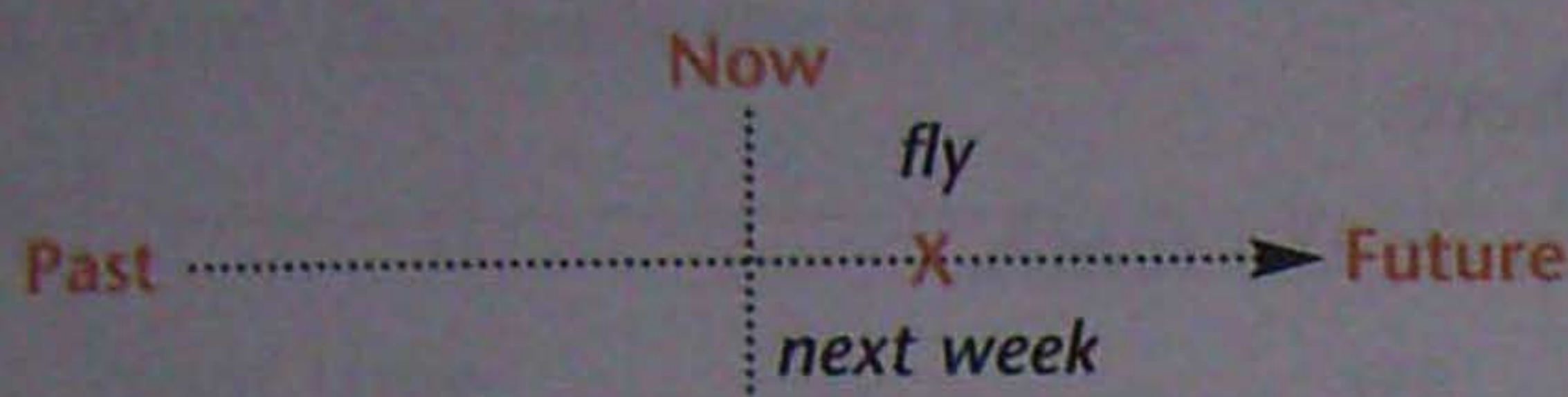
EXPRESS CHECK

Tick the sentences that refer to the future.

- ☐ I'm leaving in five minutes.
- ☐ What time do you normally leave the office?
- ☐ Are you going to the conference in May?
- ☐ I'm working on a report at the moment.

Grammar Explanations

1. Use **be going to**, **will**, the **present continuous** and the **present simple** to talk about things in the future.



Examples

- I'm **going to fly** to Mars next week.
- By 2080, people **won't drive**. They'll **fly** everywhere instead.
- Pete's got his ticket. He's **flying** to New York on Tuesday.
- The plane **takes off** at 10:05 and **lands** at 16:15

2. **USAGE NOTES:** Sometimes only one form of the future is appropriate but in many cases more than one form is possible.

- a. Use **be going to** to make predictions when something in the present leads you to predict something in the future.
- b. Use **will** to say what you think or guess will happen in the future.
- c. Use **be going to** to talk about future plans and intentions.
- d. Use the **present continuous** to talk about fixed arrangements that have been made for the future. You often mention the time and/or place of the arrangement.
- e. Use **will** to talk about information about the future.
- f. Use **will** when you decide something at the moment of speaking and to make offers.
- g. Use the **present simple** to talk about scheduled future events, especially timetables, programmes, etc.

- Look at that spaceship! It's **going to land**. NOT ~~it'll land~~.
- In the future, people **will spend** their holidays in space.
- We're **going to listen to** Dr Green's speech tomorrow.
- Dr Green **is giving** a lecture at 10 o'clock in Lecture Room A.
- A: **Will** Dr Fisher be at the conference?
B: No, he **won't** but Dr Green **will**.
■ Each lecture **will last** one hour.
- A: Dr Green is giving a talk tomorrow.
B: Oh! Maybe I'll **go**.
A: Great! I'll **get** you a ticket.
- The shuttle to Mars **leaves** at 10:00 a.m. **tomorrow**.
■ We **land** at midnight.

1

IDENTIFY • Professor Ellen Green is attending a conference this week. Read her conversation with Professor David Russ. Underline all the verbs that refer to the future.

RUSS: Ellen! It's nice to see you. Are you presenting a paper this week?

GREEN: Hi, David. Yes. In fact, my talk starts at two o'clock.

RUSS: Oh, maybe I'll come. What are you going to talk about? Robots?

GREEN: Yes. I'm dealing with personal robots for household work.

RUSS: I'd like one of those! Where's your son, by the way? Is he here with you?

GREEN: No. Tony stays in Norfolk with his grandparents in the summer. I'm going to visit him after the conference. So, what are you working on these days?

RUSS: I'm still with the Mars Association. In fact, we're holding a news conference next month about the Mars shuttle launch.

GREEN: That's exciting. Maybe I'll see you there.

RUSS: Great. The conference begins at noon on the tenth.

2

CHOOSE • Circle the most appropriate words to complete these conversations.

1. **GREEN:** Which project do you work / are you going to work on next?

RUSS: I haven't decided for sure. Probably the Spacemobile.

2. **RUSS:** Look at those dark clouds!

GREEN: Yes. It looks as if it's raining / it's going to rain any minute.

3. **GREEN:** I'd better get back to my hotel room before the storm.

RUSS: OK. I'm seeing / I'll see you later.

4. **DESK:** Professor Green, your son has just called.

GREEN: Oh, good. I'll call / I'm calling him back straightaway.

5. **GREEN:** Hi, Tony. How's it going?

TONY: Great. I go / I'm going fishing with Grandpa tomorrow.

6. **GREEN:** Have fun, but don't forget you still have to finish your project.

TONY: I know, Mum. I post / I'm posting it tomorrow. I've already got the envelope.

7. **TONY:** How's the conference?

GREEN: It's great. I'm giving / I'll give a talk this afternoon.

8. **TONY:** Good luck. When are you / will you be here?

GREEN: Tomorrow. My plane lands / will land at 7:00, so I see / I'll see you at about 8:00.

3

COMPLETE • Read these conversations. Complete them with an appropriate form of the verbs in brackets. (There is more than one correct answer for some items.)

1. A: Hurry up! The shuttle leaves (leave) in just a few minutes.
B: Oh, I'm sure they wait (wait) for us.
2. A: Look at those storm clouds! Do you think it rain (rain)?
B: I don't know. I check (check) the weather forecast.
3. A: When we board (board) the shuttle?
B: We fly (fly) first class, so we should be among the first to board.
4. A: Wow! This suitcase is heavy.
B: I carry (carry) it for you. Give it to me.
5. A: What time we land (land) on Mars?
B: According to the schedule, at 9:00 a.m., but I think we be (be) a little late.
6. A: I'm hungry. I hope we get (get) some food soon.
B: Me too. I have (have) the seafood special. I ordered it in advance.
7. A: Look! The flight attendant is getting ready to announce something.
B: Great. That means we start (start) boarding soon.

4

EDIT • Read this flight announcement on the shuttle to Mars. Find and correct seven mistakes in the use of the future. The first mistake has already been corrected. (There is often more than one way to correct a mistake).

'Good evening, ladies and gentlemen. This ~~will be~~ ^{is} your captain speaking. We be going to leave the Earth's field of gravity in about fifteen minutes. At that time, you are able to unbuckle your seat belts and float around the cabin. Host robots take orders for dinner soon. After these storm clouds, we are having a smooth trip. The shuttle arrives on Mars tomorrow at 9:00. Tonight's temperature on the planet is a mild minus 20 degrees Celsius. By tomorrow morning the temperature is 18 degrees but it is feeling more like 28 degrees. Enjoy your flight.'

UNIT 21

Future Time Clauses

When I grow up,
I'm going to be a
ballet dancer.



CHECK POINT

Tick the correct answer.

- ☐ The child is talking about a present habit.
☐ The child is planning her future.

CHART CHECK

Circle T (True) or F (False).

- T F** The verb in the main clause is in the future.
T F The verb in the time clause is in the future.

STATEMENTS

MAIN CLAUSE	TIME CLAUSE
I'm going to be a ballet dancer	when I grow up .
She'll join a ballet company	after she leaves school .

YES/NO QUESTIONS

MAIN CLAUSE	TIME CLAUSE
Are you going to be a ballet dancer	when you grow up ?
Will she join a ballet company	after she leaves school ?

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes,	I am .	No,	I'm not .
	she will .		she won't .

WH- QUESTIONS

MAIN CLAUSE		TIME CLAUSE
What	are you going to be	when you grow up ?
	will she do	after she leaves school ?

EXPRESS CHECK

Unscramble these words to form a question and an answer.

be • What • grows up • she • when • will • she

she'll • scientist • a • I • think • be

Grammar Explanations

- When a sentence about future time has two clauses, the verb in the main clause is often in the **future** (*will* or *be going to*). The verb in the time clause is often in the **present**.

► **BE CAREFUL!** Do not use *will* or *be going to* in a future time clause.

The **time clause** can come at the beginning or the end of the sentence. The meaning is the same. Use a **comma** after the time clause when it comes at the beginning. Do not use a comma when it comes at the end.

Examples

- | | |
|------------------------|-------------------------------|
| main clause | time clause |
| ■ He'll look for a job | when he leaves school. |

- | | |
|--------------------------------|------------------------------|
| main clause | time clause |
| ■ I'm going to work | after I leave school. |
| NOT after I will leave school. | |

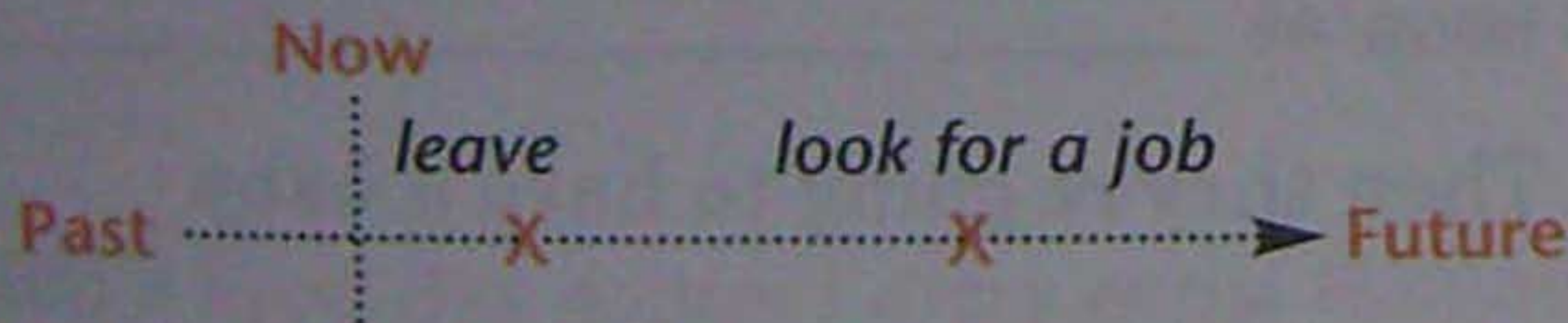
- **Before she applies**, she'll visit different schools.

OR

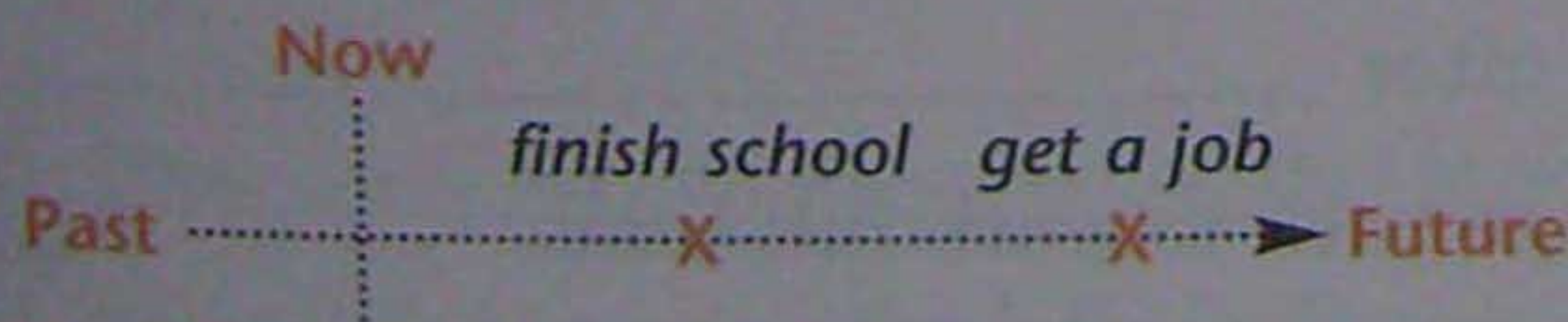
- She'll visit different schools **before she applies**.
NOT She'll visit different schools, before she applies.

- Here are some **common time expressions** you can use to begin future time clauses.

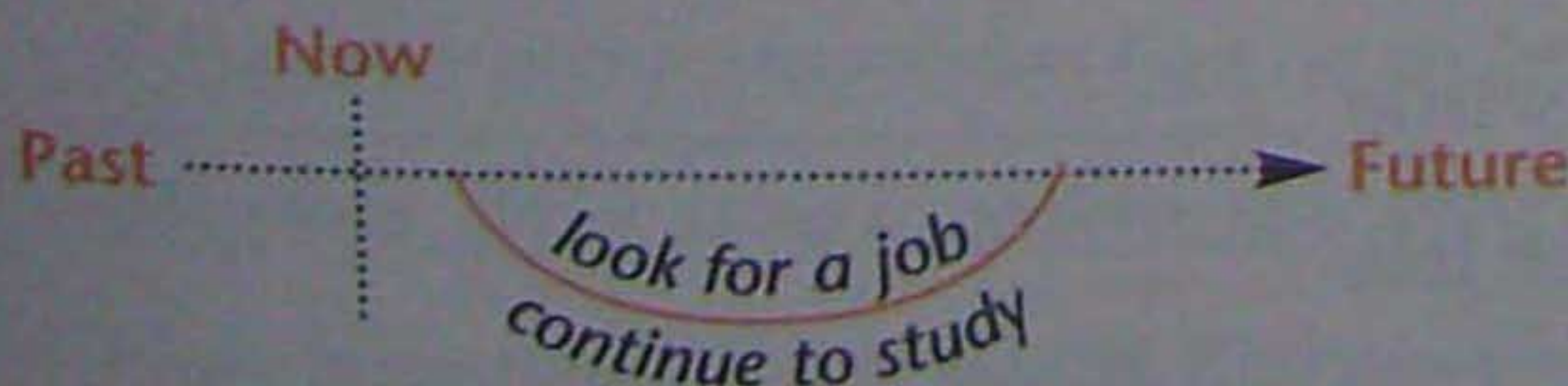
- When, after** and **as soon as** often introduce the event that happens first.



- Before, until** and **by the time** often introduce the event that happens second.



- While** introduces an event that will happen at the same time as another event.



- **When** I leave school, I'll look for a job.
- **After** I leave school, I'll look for a job.
- **As soon as** I leave school, I'll look for a job.
(First I'm going to leave school. Then I'll look for a job.)

- **Before** I get a job, I'll finish school.
- **Until** I get a job, I'll stay at school.
- **By the time** I get a job, I'll be out of school.
(First I'll finish school. Then I'll get a job.)

- **While** I look for a job, I'll continue to study.
(I will look for a job and study during the same time period.)

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Amber will open her own business when she finishes school.
 _____ F _____ Amber will open her own business. Then she'll finish school.
2. Derek won't resign until he finds another job.
 _____ Derek will find another job. Then he'll resign.
3. John will retire as soon as he is sixty.
 _____ John will retire. Then he'll be sixty.
4. Marisa will call you when she gets home.
 _____ Marisa will get home. Then she'll call you.
5. While Li-jing is at school, she'll work part-time.
 _____ Li-jing will leave school. Then she'll get a part-time job.
6. By the time Carol gets her degree, she'll be twenty-one.
 _____ Carol will be twenty-one. Then she'll get her degree.

2

COMBINE • Read about Sarah and Jeff. Combine the sentences.

1. Sarah and Jeff will get married. Then Sarah will graduate from university.
 Sarah and Jeff will get married _____ before Sarah graduates.
2. Jeff is going to get a pay rise. Then they are going to move to a larger house.
 _____ as soon as _____
3. They're going to move to a larger house. Then they're going to have a baby.
 After _____
4. They'll have their first child. Then Sarah will get a part-time job.
 _____ after _____
5. Their child will be two. Then Sarah will go back to work full-time.
 By the time _____
6. Sarah will work full-time. At the same time, Jeff will go to university.
 _____ while _____
7. Jeff will graduate. Then he'll find another job.
 _____ when _____

3

COMPLETE • Look at this student's worksheet. Complete it with the correct form of the verbs in brackets.

GOAL PLANNING WORKSHEET

I. Write your major goal.

I 'll get a job after I .
(get) (graduate)

II. List three benefits of achieving your goal.

1. When I a job, I more money.
(get) (have)

2. When I enough money, I a car.
(get) (buy)

3. I happier when I a job.
(feel) (have got)

III. How will you reach your goal? Write down smaller goals.

1. As soon as I in the morning, I the newspaper to look at the employment ads.
(get up) (buy)

2. When I to my friends, I them if they know of any jobs.
(speak) (ask)

3. I at the job noticeboard when I to the supermarket.
(look) (go)

4. Before I to an interview, I my computer skills.
(go) (improve)

4

EDIT • Read this dancer's diary entry. Find and correct seven mistakes in the use of future time clauses. The first mistake has already been corrected. Don't forget to check for commas!

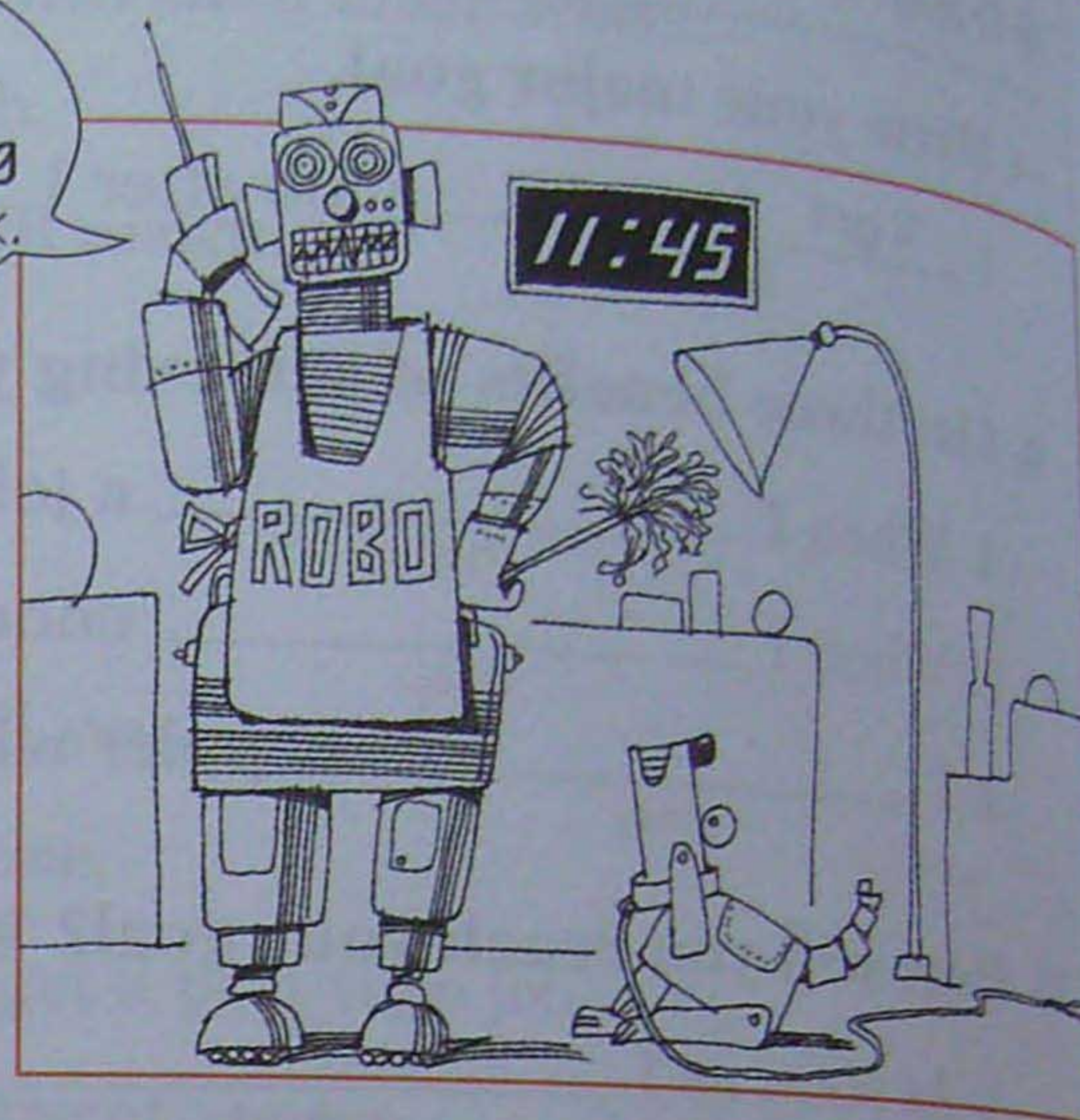


Tomorrow is my first dance recital! By the time I ~~will~~ write my next diary entry, it will already be over! As soon as we finish the performance there are going to be a big party for us. Reporters will be there, when we enter the room. While we will celebrate, the press will interview members of the dance group. As soon as I get up on Sunday morning I'll buy the paper and read the interviews. We're going to perform this show for two weeks. As soon as it's finished, we learnt a new programme. I'm so excited. Ever since I was little, I've wanted to be a ballet dancer.

UNIT 22

Future Continuous

I'm sorry.
I won't be here at
12:00. I'll **be taking**
the dog for a walk.



CHECK POINT

Tick the correct answer.

When will Robo take the dog for a walk?

- ☐ before 12:00
☐ at 12:00
☐ after 12:00

CHART CHECK

Circle T (True) or F (False).

T F You form the future continuous with **will** plus **be** and the base form of the verb + **-ing**.

STATEMENTS

SUBJECT	WILL (NOT)	BE	BASE FORM + -ING	
I/You/He/She/It/We/They	will (not) won't	be	working coming	tomorrow.

YES/NO QUESTIONS

WILL	SUBJECT	BE	BASE FORM + -ING	
Will	I/you/he/she/it/we/they	be	working coming	tomorrow?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	I/you/he/she/we/they	will.	No,	I/you/he/she/we/they	won't.

WH- QUESTIONS

WH- WORD	BE/WILL	SUBJECT	BE + BASE FORM + -ING
Where When	will	she	be working?

EXPRESS CHECK

Unscramble these words to form two questions. Answer the questions.

working • be • Will • tomorrow • you

_____?

_____.

you • be • What • doing • will

_____?

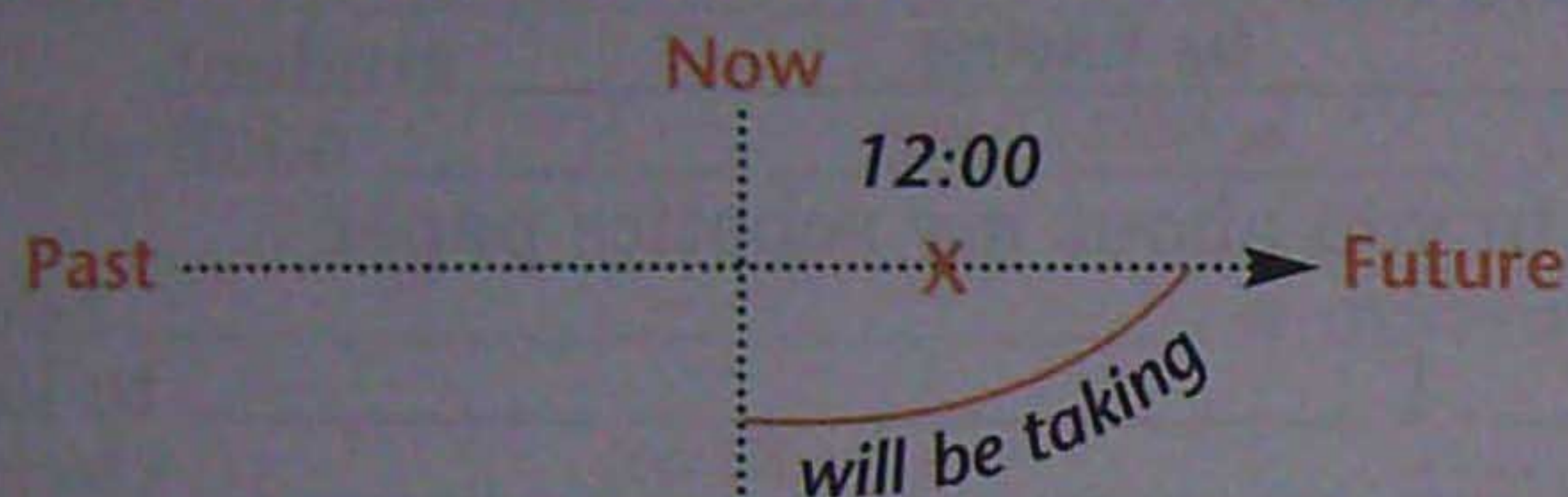
_____.

Grammar Explanations

Examples

1. Use the **future continuous** with **will (not)** and **won't** to talk about things that will be in progress at a specific time in the future.

- Robo **will be taking** the dog for a walk at noon.
- He **won't be cleaning** the house.



2. **USAGE NOTE:** We also use **(not) be going to + be + base form + -ing** but the structure with **will** is more common.

- A:** Robo **is going to be taking** the dog for a walk at noon.
B: He **isn't going to be cleaning** the house.

REMEMBER! Stative verbs are not usually used in the continuous form.

- **I'll know** my test results next week.
NOT ~~I'll be knowing my test results next week.~~

3. Remember that if the sentence has a **time clause**, use the present simple or present continuous in the time clause, not the future or future continuous.

- **I'll be cooking while** the robot **is cleaning**.
NOT ~~I'll be cooking while the robot will be cleaning.~~

1

IDENTIFY • Read this paragraph. Underline all the future continuous forms.

Today we find most robots working in factories around the world. But what will the robots of the future be doing? One designer predicts that in just a few years, small intelligent robots will be dealing with all the household chores. This is going to make life a lot easier. While one robot is cooking dinner, another one will be vacuuming the floor. But what about outside the home? Will robots be playing football or fighting wars? Scientists aren't sure. What is certain, however, is that robots will be playing a more and more significant role in our lives.

2

COMPLETE • Read these conversations. Complete them with the future continuous form of the words in brackets and with short answers.

1. **STUDENT:** Will you be having student hours today? I'd like to talk to you about my robotics paper.
a. (Will / have)

TEACHER: Yes, I will. I will go to lunch at 2:00. But drop in anytime before then.
b. c. (will / go)

2. **MRS GEE:** When will you leave the office?
a. (will / leave)

MR GEE: At 2:00. Why? Do we need something?

MRS GEE: Would you mind picking up some milk? Robo forgot and I won't get home until late.
b. (won't / get)

3. **TONY:** Dad, what time will you come home today? I need some help with my science project.
a. (will / come)

MR GEE: I will take Mia to the dentist after work but I'll be back by 4:00.
b. (will / take)

TONY: Will we have dinner before Mum comes home?
c. (Will / have)

MR GEE: Yes. You know we always wait for Mum.
d.

4. **SALESMAN:** I'm calling from Robotronics Ltd. I will visit your area soon to demonstrate our new robot.
a. (will / visit)

ROBO: I'm sorry. The Gee family won't buy a new robot for a while.
b. (won't / buy)

3 **COMPLETE** • Look at Robo and Robota's schedules for tomorrow. Complete the statements.

Robo

8:00 make breakfast
9:00 dust bedrooms
10:00 do laundry
12:00 make lunch
1:00 give Mr Gee a massage
5:00 help Tony with homework
7:00 play chess with Tony

Robota

8:00 pay bills
9:00 vacuum sitting room
10:00 repaint kitchen
12:00 recycle the rubbish
1:00 shop for food
5:00 cook dinner
7:00 take the dog for walk

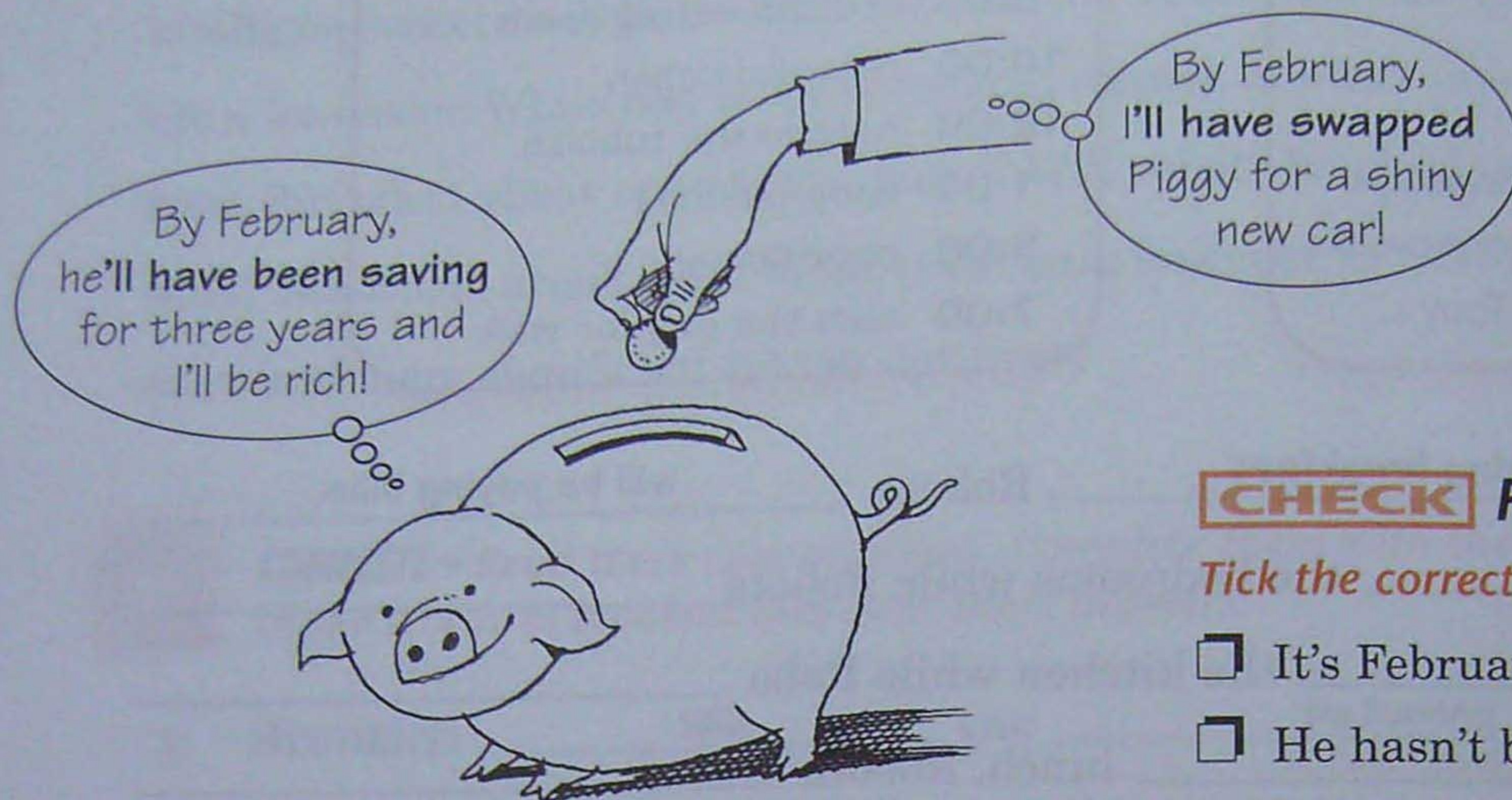
1. While Robo is making breakfast, Robota will be paying bills.
2. Robo _____ the bedrooms while Robota _____
3. Robota _____ the kitchen while Robo _____
4. While Robo _____ lunch, Robota _____
5. Robo _____ a massage while Robota _____
6. Robota _____ dinner while Robo _____
7. While Robo _____ chess, Robota _____

4 **EDIT** • Read this student's paragraph. Find and correct seven mistakes in the use of the future continuous. The first mistake has already been corrected.

In the future, robots will be ^{performing}~~perform~~ more and more tasks for humans. This will be having both positive and negative effects. On the one hand, while robots will be doing the boring and dangerous jobs, humans will be devoting more time to interesting pursuits. In this respect, robots be making life a lot easier for humans. On the other hand, the widespread use of robots will creating a lot of future unemployment. There is a risk that robots will taking on jobs that humans need in order to earn a living. And some robots could even become dangerous. I'm afraid that in the not-too-distant future, robots will be operating nuclear power stations! And before too long, robots will to be fighting in wars. Although, on second thoughts, that will be better than humans killing each other!

UNIT 23

Future Perfect and Future Perfect Continuous



CHECK POINT

Tick the correct answer.

- ☐ It's February.
- ☐ He hasn't been saving for three years yet.

CHART CHECK 1

Circle T (True) or F (False).

- T F** Both the future perfect and the future perfect continuous use **will have been**.

FUTURE PERFECT STATEMENTS

SUBJECT	WILL (NOT)	HAVE + PAST PARTICIPLE
I/He/She/It/We/You*/They	will (not) (won't)	have saved enough money by then.

*You is both singular and plural.

FUTURE PERFECT CONTINUOUS STATEMENTS

SUBJECT	WILL (NOT)	HAVE BEEN + BASE FORM + -ING
I/He/She/It/We/You/They	will (not) (won't)	have been saving for three years.

CHART CHECK 2

Circle T (True) or F (False).

- T F** Short answer forms are the same for the future perfect and the future perfect continuous.

FUTURE PERFECT YES/NO QUESTIONS

WILL	SUBJECT	HAVE + PAST PARTICIPLE
Will	he	have saved enough by then?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, he will.	No, he won't.

FUTURE PERFECT CONTINUOUS YES/NO QUESTIONS

WILL	SUBJECT	HAVE BEEN + BASE FORM + -ING
Will	he	have been saving for long?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, he will.	No, he won't.

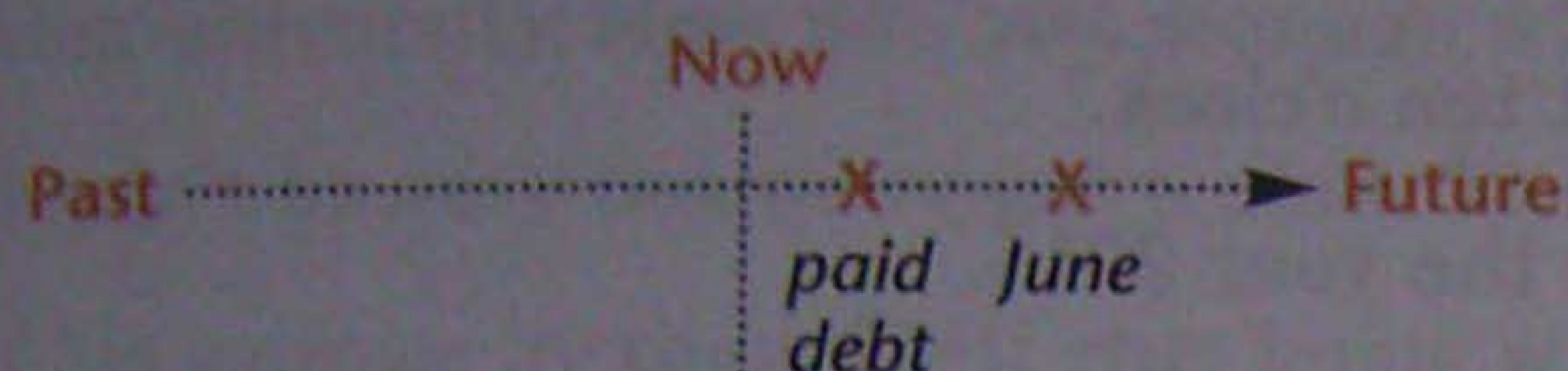
EXPRESS CHECK

Complete these sentences with the verb **drive**. Use one word for each gap.

- By June, I'll have been _____ my new car for a year.
- I'll have _____ 10,000 miles by then.

Grammar Explanations

1. When we use the **future perfect**, we imagine a certain point of time in the future, and we look back at events that will be completed by that time.



Use **by + time expression** to identify the point in time in the future.

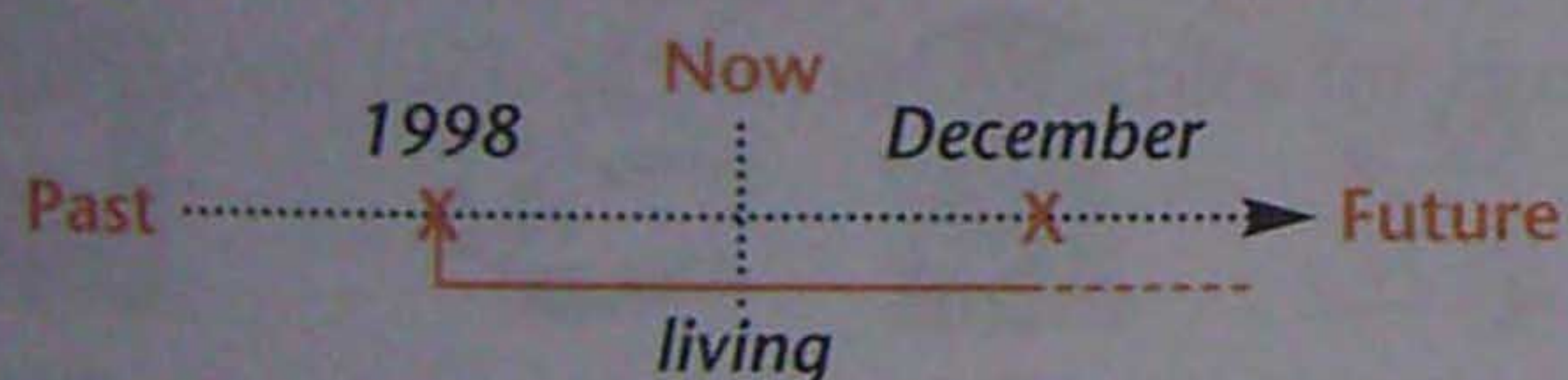
Use **already** to emphasise that an event will have happened by a point in time.

Examples

- By June, he **will have paid** his debt.
- We **won't have saved** enough by then.

- **By June**, she'll **have bought** a car.
- She'll **have looked** at a lot of cars **by then**.
- By May, he'll **have already saved** £1,000.

2. When we use the **future perfect continuous**, we imagine a certain point in the future and we look back on things already in progress.



The **future perfect continuous** focuses on *how long* and often includes the length of time.

REMEMBER! Stative verbs are not usually used in the progressive.

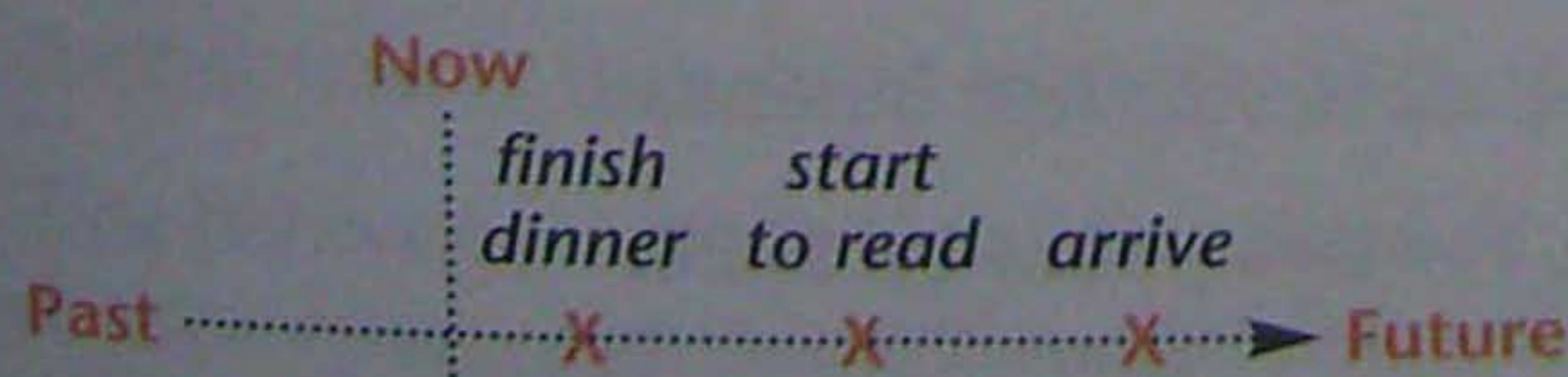
- We moved here in 1998. By next December we **will have been living** here for several years.
- We're moving to Paris next year. By 2009, we **will have been living** there for several years and it should feel like home.

- You'll **have been speaking** French **for ten years** by then.
- By May, he'll **have owned** his car for a year.
NOT he'll have been owning his car...

3. Use the future perfect or the future perfect continuous **with the present simple** to show the order of events:

FIRST EVENT: future perfect (continuous)

SECOND EVENT: present simple



- By the time you **arrive**, I'll **have finished** dinner.
NOT By the time you will arrive, I'll have finished dinner.
- By the time you **arrive**, I'll **have been reading** for an hour.

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

- By this time tomorrow, I'll have decided which car to buy.
 T I haven't decided yet which car I'm going to buy.
- We'll have finished the shopping by the time you get home.
 _____ You will get home while we are shopping.
- By next year, Mary will have been working at the school for five years.
 _____ Next year, Mary can celebrate her fifth anniversary at the school.
- By ten o'clock, she won't have finished marking books.
 _____ She will finish marking books at ten o'clock.
- We will have moved to a larger office by the year 2015.
 _____ We will move to a larger office after the year 2015.
- By next year, we'll have been publishing the newsletter for fifteen years.
 _____ We started the newsletter less than fifteen years ago.

2

COMPLETE • Look at the time line and complete the sentences about Tom and Linda's future accomplishments. Use the future perfect or the future perfect continuous form of the words in brackets. Choose between affirmative and negative.



- By 2012, they _____ 'll have bought _____ a new car.
- By 2015, they _____ 'll have ^(buy) been living _____ in their own house for three years.
- By Steve's first birthday, Tom _____ ^(live) _____.
- By 2017, Tom _____ ^(graduate) _____ at university for four years.
- By 2019, they _____ ^(study) _____ another car.
- They _____ ^(buy) _____ their old car for eight years by then.
- By 2020, Linda _____ ^(drive) _____ her business.
- They _____ ^(open) _____ for two years by 2020.
- By retirement, the couple _____ ^(save) _____ a lot.

(accomplish)

3

COMPLETE • Read Linda Leonard's (LL) interview with Teenage Couples Magazine (TC). Complete the interview with the correct form of the verbs in brackets. Use the continuous form when possible. Use **already** when appropriate.

TC: You two are amazing! By the time you get married, you 'll have already planned your whole life together!

LL: Well, we've been going out together since school. By the time we graduate from university, we think about our marriage for a long time.

TC: When Steve was born, Tom wasn't graduate from university. How will you manage with Tom still studying?

LL: It won't be easy but we've got a plan. Tom will finish most of his courses by then. He'll stay home with the baby during the day and go to evening classes.

TC: By the time you celebrate your tenth wedding anniversary, you won't start your business. You have a lot of patience.

LL: Not really. I will get years of practice in my job by then. When I open the doors of Linda Ltd, I will become a very experienced web page designer.

TC: Well, good luck to you and thanks for the interview.

4

EDIT • Read this diary entry. Find and correct six mistakes in the use of the future perfect and the future perfect progressive. The first mistake has already been corrected.

have been
By August I'll ~~be~~ a secretary for ten years. And I'll earn almost the same salary for three years! That's why I've made a New Year's resolution to go back to college this year. First, I'm going to write for college magazines and start saving for tuition. By March, I'll have work out how much tuition will cost. Then I'll start applying. By summer, I had received acceptance letters. In August, I'll talk to my boss about working part-time and going to college part-time. By that time, I'll have saved already enough to pay for a term's tuition. By next New Year's Day, I'll have been study for a whole term!

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A B C D

1. It _____ tomorrow.
(A) rains (B) rained (C) 's going to rain (D) 's raining
2. The package will _____ on Monday.
(A) arrive (B) arrives (C) arriving (D) be going to arrive
3. Goodnight. I _____ you in the morning.
(A) 'll see (B) 'm going to see (C) 'm seeing (D) see
4. Hurry up. The next bus _____ at 7:15.
(A) leave (B) leaves (C) leaving (D) will have been leaving
5. Bill will be _____ to Taipei tomorrow.
(A) flies (B) flying (C) fly (D) have flown
6. We _____ a new DVD soon.
(A) have owned (B) 'll own (C) 're owning (D) own
7. They'll be making copies while he _____ the report.
(A) finishes (B) 'll be finishing (C) 'll finish (D) 's been finishing
8. She'll _____ almost £1,000 by then.
(A) save (B) have saved (C) have been saving (D) be saving
9. By next year, Roger will _____ here for ten years.
(A) live (B) be living (C) have been living (D) be going to live
10. Will you buy an electric car when they _____ available?
(A) become (B) became (C) are becoming (D) will become

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

11. She'll be married _____ June.
 (A) already (C) since
 (B) by (D) until
12. Where _____ be living?
 (A) they (C) will they
 (B) they will (D) are they
13. Look at those cars! They _____!
 (A) will crash (C) 're going to crash
 (B) will be crashing (D) will have crashed
14. How _____ for college?
 (A) should pay (C) she pays
 (B) will she pay (D) she's going to pay

A B C D

A B C D

A B C D

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.
 A B C D

A B C **D**

15. Will you been going to the supermarket tonight?
 A B C D
16. The film starts at 7:30, so I think I go.
 A B C D
17. We are going to study tonight until we will finish this chapter.
 A B C D
18. By April, I'll have been driven my new car for a year.
 A B C D
19. We'll travel for a couple of days, so you won't be able to call us.
 A B C D
20. Jan finished school by next summer, so we're going to visit her.
 A B C D
21. Which project will he works on after he finishes this job?
 A B C D
22. By January, he'll have yet saved £1,000.
 A B C D
23. Where you will be staying when you go to Morocco?
 A B C D
24. I'll be studying while Anna will be sleeping.
 A B C D
25. She will not has graduated by June.
 A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

UNIT 24

Wh- Questions: Subject and Predicate

CHECK POINT

Tick the correct answers.

The lawyer wants to know

- ☐ the events on the night of 12 May.
- ☐ the witness's profession.
- ☐ the names of people who saw the witness.



CHART CHECK 1

Circle T (True) or F (False).

- T F** Wh- questions about the subject have the same word order as statements.

QUESTIONS ABOUT THE SUBJECT

WH- WORD SUBJECT	VERB	PREDICATE
Who	saw	you?

ANSWERS (STATEMENTS)

SUBJECT	VERB	PREDICATE
He	saw	me.

CHART CHECK 2

Circle T (True) or F (False).

- T F** Wh- questions about the predicate have the same word order as statements.

- T F** Questions about the predicate can include a form of the verb **do**.

QUESTIONS ABOUT THE PREDICATE

WH- WORD PREDICATE	AUXILIARY VERB	SUBJECT	VERB
Who(m)	did	you	see?

ANSWERS (STATEMENTS)

SUBJECT	VERB	PREDICATE
I	saw	him.

EXPRESS CHECK

Unscramble these words to form two questions.

night • happened • What • last _____?

do • did • What • next • you _____?

Grammar Explanations

Examples

1. Use **wh- questions** to ask for specific information.

Wh- questions begin with question words such as **who, what, where, when, why, which, whose, how, how many, how much** and **how long**.

- **Who** did you see at the café?
- **Why** did you go there?
- **How many** people saw you there?
- **How long** did you stay there?

2. When you are **asking about the subject** (usually the first part of the sentence), use a **wh-** question word in place of the subject. The word order is the same as in a statement.

Someone saw you.

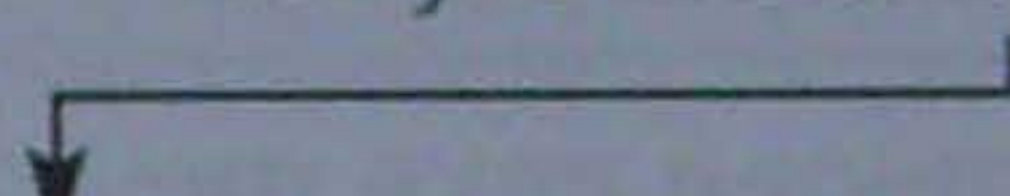


- **Who** saw you?

3. When you are **asking about the predicate** (usually the last part of the sentence), the question begins with a **wh-** word, but the word order is the same as in a **yes/no** question.

You saw someone.

Did you see someone?



- **Who** did you see?

- **BE CAREFUL!** When you ask a **wh-** question about something in the predicate, you need either

a. a form of the verb **be**.

OR

b. a form of an **auxiliary** ('helping') verb such as **do, have, can, will**.

- Who **is** Harry Adams?
- Why **was** he at the café?
- Why **does** she want to testify?
- NOT ~~Why she wants to testify?~~

4. **USAGE NOTE:** In very formal English when asking about people in the predicate, **whom** is sometimes used instead of **who**.

VERY FORMAL

- **Whom** did you see?

INFORMAL

- **Who** did you see?

- **BE CAREFUL!** If the main verb is a form of **be**, you cannot use **whom**.

- **Who is** the next witness?
- NOT ~~Whom is the next witness?~~

1

MATCH • Each question goes with an answer. Match each question with the correct answer.

Question

Answer

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>f 1. Who did you see?</p> <p>2. Who saw you?</p> <p>3. What hit her?</p> <p>4. What did she hit?</p> <p>5. Which man did you give the money to?</p> <p>6. Which man gave you the money?</p> | <p>a. His wife saw me.</p> <p>b. She hit a car.</p> <p>c. I gave the money to Harry.</p> <p>d. A car hit her.</p> <p>e. Harry gave me the money.</p> <p>f. I saw the defendant.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2

COMPLETE • Read this cross-examination. Complete it by writing the barrister's questions.

1. BARRISTER: _____
(What time / you / return home?)

WITNESS: I returned home just before midnight.

2. BARRISTER: _____
(How / you / get home?)

WITNESS: Someone gave me a lift.

3. BARRISTER: _____
(Who / give / you / a lift?)

WITNESS: A friend from work.

4. BARRISTER: _____
(What / happen / next?)

WITNESS: I opened my door and saw someone on my sitting room floor.

5. BARRISTER: _____
(Who / you / see?)

WITNESS: Deborah Collins.

6. BARRISTER: _____
(Who / be / Deborah Collins?)

WITNESS: She's my wife's boss. I mean she *was* my wife's boss. She's dead now.

7. BARRISTER: _____
(What / you / do?)

WITNESS: I called the police.

8. BARRISTER: _____
(How many / people / call / you?)

WITNESS: No one called me. Why?

3 ASK • Read these statements. Then ask questions about the underlined words.

1. The witness recognized Harry Adams.
Who recognized Harry Adams?
2. The witness recognized Harry Adams.
Who did the witness recognize?
3. The court session begins at 9:00 a.m.
4. Five witnesses testified.
5. The jury found Adams guilty because he didn't have an alibi.
6. Something horrible happened.
7. The trial lasted two weeks.
8. The judge spoke to the jury.
9. Adams paid his barrister £2,000.
10. The prosecution questioned the restaurant manager.

4 EDIT • Read this list of questions. There are six mistakes in the use of wh- questions. Find and correct them. The first mistake has already been corrected.

did
What time [^] the suspect return home?
Who did see him? Were there
any witnesses?
Whom was at home?
Why did he call A. Smith?
What did happen next?
Where he did go?
How much money he took with him?

UNIT 25

Question Tags



CHECK POINT

Tick the correct answer.

- ☐ The man is asking about the weather.
- ☐ The man is commenting on the weather.

WITH BE AS THE MAIN VERB

CHART CHECK

Circle T (True) or F (False).

T F If the statement is affirmative, the question tag is affirmative.

T F If the statement has an auxiliary, use the same auxiliary in the question tag.

T F If the statement does not have a form of **be** or an auxiliary, you need a form of **do** in the question tag.

AFFIRMATIVE	NEGATIVE
STATEMENT	QUESTION TAG
You're from York,	aren't you?

NEGATIVE	AFFIRMATIVE
STATEMENT	QUESTION TAG
You're not from York,	are you?

WITH ALL AUXILIARY VERBS EXCEPT DO

AFFIRMATIVE	NEGATIVE
STATEMENT	QUESTION TAG
You're moving,	aren't you?
He's been here,	hasn't he?
They can move,	can't they?

NEGATIVE	AFFIRMATIVE
STATEMENT	QUESTION TAG
You're not moving,	are you?
He hasn't been here,	has he?
They can't move,	can they?

WITH DO AS AN AUXILIARY VERB

AFFIRMATIVE	NEGATIVE
STATEMENT	QUESTION TAG
You live here,	don't you?
They moved ,	didn't they?

NEGATIVE	AFFIRMATIVE
STATEMENT	QUESTION TAG
You don't live here,	do you?
They didn't move,	did they?

EXPRESS CHECK

Unscramble these words to form a sentence with a question tag.

actor • you • an • aren't • You're _____, _____?

Grammar Explanations**Examples**

1. We often use question tags to:

a. check information we believe to be true

OR

b. comment on a situation

■ Tom lives in York, **doesn't he?**

(The speaker believes that Tom lives in York and wants to check this information.)

■ It's a nice day, **isn't it?**

(The speaker is commenting on the weather.)

2. Question tags follow **a statement**. The statement expresses an assumption. The question tag means *Is that right?*

a. If the verb in the statement is affirmative, the verb in the question tag is negative.

b. If the verb in the statement is negative, the verb in the question tag is affirmative.

statement question tag

■ You're not from York, **are you?**

■ You're Jack Davies, **aren't you?**

■ You don't drive much, **do you?**

affirmative negative

■ You **work** on Fridays, **don't** you?

negative affirmative

■ You **don't work** on Fridays, **do** you?

3. The **question tag** always uses a form of **be** or an auxiliary verb (**be**, **have**, **do** or **will** or a modal such as **can**, **could** or **should**).

USAGE NOTE: Notice the question tag for **I am**.

► **BE CAREFUL!** In the question tag, only use pronouns.

When the subject of the statement is **this** or **that**, the subject of the question tag is **it**.

■ It's a nice day, **isn't it?**

■ You've lived here a long time, **haven't** you?

■ You come from London, **don't** you?

■ You can drive, **can't** you?

■ I'm next, **aren't** I?

NOT ~~I'm next, amn't I?~~

■ **Tom** works here, doesn't **he**?

NOT ~~Tom works here, doesn't Tom?~~

■ **That's** a good idea, isn't **it**?

NOT ~~That's a good idea, isn't that?~~

4. When you use a question tag to **check information** or to **comment on a situation**, your voice falls on the question tag. You expect the listener to agree or just show that he or she is listening.

Question tags can also be used to **get information**. As with *yes/no* questions, your voice rises at the end, and you expect to get an answer (Yes or No).

A: It's getting warmer, **isn't it?**

B: Yeah. Seems more like summer.

A: You're not moving, **are you?**

B: Yes. We're going back to York.

OR

No. We're staying here.

1

IDENTIFY • Read this conversation. Underline all the question tags.

KAY: Hi, Tom. It's a nice day, isn't it?

TOM: It certainly is. Not a cloud in the sky. How are you doing?

KAY: Fine, thanks. You don't know of any flats to rent, do you? My son is looking for one.

TOM: Is he? I thought he was staying with you.

KAY: Well, he really wants a place of his own. Do you know of anything?

TOM: As a matter of fact, I do. You know the Simpsons, don't you? Well, I've just found out that they're moving to Cheltenham next month.

KAY: Are they? What kind of flat have they got?

TOM: It's a one-bedroom flat.

KAY: It's not furnished, is it?

TOM: No. Why? He doesn't need a furnished flat, does he?

KAY: Well, he hasn't got any furniture. But I suppose he can always buy some, can't he?

TOM: Why don't you give your son my number and I'll give him some more information?

KAY: Will you? Thanks, Tom.

2

MATCH • Each statement goes with a question tag. Match each statement with the correct question tag.

Statement	Question Tag
i — 1. You've phoned the removers,	a. can't we?
— 2. They're coming tomorrow,	b. do we?
— 3. This isn't going to be cheap,	c. is he?
— 4. You haven't finished packing,	d. isn't it?
— 5. We don't need any more boxes,	e. are they?
— 6. Paul is going to help us,	f. have you?
— 7. We can put some things in storage,	g. isn't he?
— 8. Jack isn't buying our bookcases,	h. is it?
— 9. The removers aren't packing the books for us,	i. haven't you?
— 10. Moving is hard,	j. aren't they?

3

COMPLETE • A radio chat show host is interviewing one of her guests, a screenplay writer. Complete the interview with appropriate question tags.

HOST: You've lived in London for many years, haven't you 1. ?

GUEST: Since I was eighteen and came here to write my first screenplay.

HOST: You didn't know anyone here at first, 2. ?

GUEST: No. And I didn't have a penny to my name. Just some ideas and a lot of hope. It sounds crazy, 3. ?

HOST: But things have worked out for you, 4. ?
You're working on another screenplay now, 5. ?

GUEST: Yes. It's a comedy about some kids who become invisible.

HOST: Speaking of kids, you've got some of your own, 6. ?

GUEST: Two boys and a girl – all very visible!

HOST: I know what you mean. Do you ever wish they were invisible?

GUEST: Now, that's an interesting thought, 7. ?

4

EDIT • Read this part of a film script. Find and correct seven mistakes in the use of question tags. The first mistake has already been corrected.

Ben: It's been a long time, Joe, ~~haven't~~ ^{hasn't} it?

Joe: That depends on what you mean by a long time, doesn't that?

Ben: What are you doing round here, anyway? It's dangerous.

Joe: I can take care of myself. I'm still alive, amn't I?

Ben: Yes, but you're still wanted by the police, are you?

Joe: Look, I need a place to stay. You've got a place, haven't you? Just for one night.

Ben: I have to think of my wife and kids. You can find somewhere else, can you?

Joe: No. You've got to help me!

Ben: I've already helped you enough. I went to prison for you, haven't I?

Joe: Yeah, OK, Ben. You remember what happened last June, do you?

Ben: OK, OK. I can make a phone call.

UNIT 26

Additions with So, Too, Neither and Not either

HERALD SUN

Twins Separated at Birth Are Reunited!



Mark likes hunting, fishing and Chinese food.
So does Gerald.

CHECK POINT

Tick the correct answer.

- ☐ The men like different things.
☐ The men like the same things.

WITH BE AS THE MAIN VERB

CHART CHECK

Circle T (True) or F (False).

- T F** There is more than one way to make an addition.
T F Use **so** or **too** with negative statements.
T F When a statement does not have a form of **be** or an auxiliary verb, use a form of **do** in the addition.

AFFIRMATIVE

STATEMENT	ADDITION
Amy is a twin	and so is Sue. and Sue is, too .

NEGATIVE

STATEMENT	ADDITION
Amy isn't very tall	and neither is Sue. and Sue isn't, either .

WITH ALL AUXILIARY VERBS EXCEPT DO

AFFIRMATIVE

STATEMENT	ADDITION
Amy can swim	and so can Sue. and Sue can, too .

NEGATIVE

STATEMENT	ADDITION
Amy can't ski	and neither can Sue. and Sue can't, either .

WITH VERBS USING DO AS AN AUXILIARY VERB

AFFIRMATIVE

STATEMENT	ADDITION
Amy likes dogs	and so does Sue. and Sue does, too .

NEGATIVE

STATEMENT	ADDITION
Amy doesn't like cats	and neither does Sue. and Sue doesn't, either .

EXPRESS CHECK

Unscramble these words to form additions.

is • Mark • and • neither

Gerald isn't married _____

does • Gerald • so • and

Mark fights fires _____

Grammar Explanations

1. **Additions** are phrases or short sentences that follow a statement. Use an addition to avoid repeating the information in the statement.

2. Use **so** or **too** if the addition follows an affirmative statement.

Use **neither/nor** or **not either** if the addition follows a negative statement.

- **BE CAREFUL!** Notice the word order after **so** and **neither/nor**. The verb comes before the subject.

Examples

- Gerald is a firefighter **and so is Mark**.
(Gerald is a firefighter and Mark is a firefighter.)

- Gerald **is** a firefighter and **so is** Mark.
OR

- Gerald **is** a firefighter and Mark **is, too**.

- Gerald **didn't** get married. **Neither did** Mark.
OR

- Gerald **didn't** get married. Mark **didn't, either**.

- So **is** Mark. NOT ~~So Mark is~~.

- Nor **did** Mark. NOT ~~Nor Mark did~~.

3. **Additions** always use a form of **be** or an auxiliary verb (**be, have, do, will** or a modal verb such as **can, could, should, would**).

- a. If the statement uses a form of **be**, use a form of **be** in the addition, too.
- b. If the statement uses an auxiliary verb, use the same auxiliary verb in the addition.
- c. If the statement has a verb that uses **do** as an auxiliary verb, use the appropriate form of **do** in the addition.

- I'm a twin and so **is** my cousin.

- Gerald **had** resigned and so **had** Mark.

- I **can't** drive and neither **can** my twin.

- Gerald **owns** a dog and so **does** Mark.

- Gerald **bought** a jeep and so **did** Mark.

4. In conversation, you can use short **responses** with **so, too, neither/nor** and **not either** to agree with another speaker.

USAGE NOTE: In informal speech, people say **Me too** and **Me neither** or **Nor me** to express similarity or agreement.

A: I've got a twin sister.

B: **So have I**. OR **I have, too**.

A: I haven't got any brothers or sisters.

B: **Neither have I**. OR **I haven't, either**.

A: I'm left-handed.

B: **Me too**.

A: I've never heard of these twins.

B: **Me neither**.

1

TRUE OR FALSE • Read these short conversations between reunited twins. Write T (True) or F (False) for the statement that follows each conversation.

1. **MARK:** I like Chinese food.
GERALD: So do I.

_____ T _____ Gerald likes Chinese food.

2. **ANDREA:** I don't want to go out.
BARBARA: Neither do I.

_____ Barbara wants to go out.

3. **JEAN:** I'm not hungry.
JOAN: I'm not, either.

_____ Joan isn't hungry.

4. **AMY:** I've always felt lucky.
KERRIE: So have I.

_____ Kerrie has felt lucky.

5. **MIA:** I don't eat meat.
BOB: Nor me.

_____ Bob eats meat.

6. **JIM:** I've got a headache.
BILL: So have I.

_____ Both Jim and Bill have got headaches.



7. **NORA:** I can't swim.
DINA: Nor can I.

_____ Dina can swim.

8. **JACK:** I shouldn't work so much.
TIM: Neither should I.

_____ Tim wants to work less.

9. **JASON:** I'd like to leave now.
TYLER: Me too.

_____ Tyler wants to leave.

2

CHOOSE • Circle the correct words to complete this paragraph.

Sometimes being a twin can cause trouble. At school, I was in Mr Jacobs's history class. Neither / So^{1.} was my brother. One day we took a test. I got questions 18 and 20 wrong. My brother did, so / too^{2.}. I didn't spell *hippopotamus* correctly and either / neither^{3.} did he. The teacher was sure we had cheated. As a result, I got an F in the test and so did / got^{4.} my brother. We tried to convince Mr Jacobs of our innocence but he didn't believe us. The headmaster didn't, either / too^{5.}. We finally convinced them to give us another test. This time I got questions 3 and 10 wrong. Guess what? Nor / So^{6.} did my brother. Our teacher was astounded. So / Too^{7.} was the headmaster. We weren't. We were just amused.

3 COMPLETE • Marta and Carla are twins. They agree on everything. Complete their conversation with responses.

MARTA: I'm so happy we finally found each other.

CARLA: So am I ^{1.}. I always felt as if something was missing from my life.

MARTA: So ^{2.}. I always knew I had a double somewhere out there.

CARLA: I can't believe how similar we are.

MARTA: Neither ^{3.}. It's like always seeing myself in the mirror.

CARLA: Not only do we look identical but we like and dislike all the same things.

MARTA: That's true. I hate lettuce.

CARLA: I ^{4.}. And I detest liver.

MARTA: So ^{5.}. I love pizza, though.

CARLA: So ^{6.}. But only with tomato and cheese. I don't like pepperoni.

MARTA: Neither ^{7.}.

CARLA: This is amazing! I feel as if I've always known you.

MARTA: Me ^{8.}!

4 EDIT • Read this student's composition. There are six mistakes in the use of sentence additions. Find and correct them. The first mistake has already been corrected.

My brother and I

My brother is just a year older than I am. We have a lot of things in common.

First of all, we look alike. I am 1.8m and so ^{is he} ~~he is~~. I have straight black hair and dark brown eyes and so does he. We share many of the same interests, too. I love playing football and he, too. Both of us swim every day but I can't dive and either can he.

Sometimes being so similar has its problems. For example, last night I wanted the last piece of chocolate cake and so does he. Often I won't feel like doing the washing up and neither won't he. Worst of all, sometimes I'm interested in a particular girl and so he is. However, most of the time I feel our similarities are really nice. So does my brother.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

Example:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. Where _____?

(A) does she live

(B) she lives

(C) she does live

(D) she lived

A B C D

2. _____ has lost this wallet?

(A) Whom

(B) Whose

(C) Who

(D) Who did

A B C D

3. You're Cynthia, _____ you?

(A) aren't

(B) are

(C) didn't

(D) were

A B C D

4. Laura loves soap operas and _____.

(A) Jane does, too

(B) so Jane does

(C) Jane loves too

(D) so loves Jane

A B C D

5. I didn't like sports and _____ my brother.

(A) either did

(B) neither does

(C) so did

(D) neither did

A B C D

6. —That isn't Sam, is it?

—No, _____. Sam's taller.

(A) it is

(B) it doesn't

(C) it wasn't

(D) it isn't

A B C D

7. We didn't eat here last week, _____ we?

(A) didn't

(B) haven't

(C) do

(D) did

A B C D

8. —Who _____ your bike?

—Mike did.

(A) did give you

(B) did you give

(C) you gave

(D) gave you

A B C D

9. —Who _____ at the party?

—I saw Stefan.

(A) saw you

(B) did you see

(C) you saw

(D) you see

A B C D

10. —I hate cabbage.
—Me _____. I can't even look at it.
(A) too (C) neither
(B) either (D) do too
11. _____ washing up tonight?
(A) Whose (C) Who are
(B) Who's (D) Who does
12. Liam was born in Ireland. So _____ his brother.
(A) was (C) wasn't
(B) didn't (D) did

A B C D

A B C D

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.
A B C D

A B C **D**

13. This is a good school, wasn't it?
A B C D
14. We went to Stan's party last year, hadn't we?
A B C D
15. Kevin has always been a great student and so his brother has.
A B C D
16. My sister has never gone skiing and neither did I.
A B C D
17. Where you worked last year when you were going to school?
A B C D
18. That sign is too small to read, isn't that?
A B C D
19. English isn't an easy language to learn, is it.
A B C D
20. My parents are both good cooks and me, too.
A B C D
21. Tom and Fred hadn't been to Italy before then, had he?
A B C D
22. I'm usually right about the weather, amn't I?
A B C D
23. Paul likes Italian food, doesn't Paul?
A B C D
24. Where did they went yesterday?
A B C D
25. Why you call me so late last night?
A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

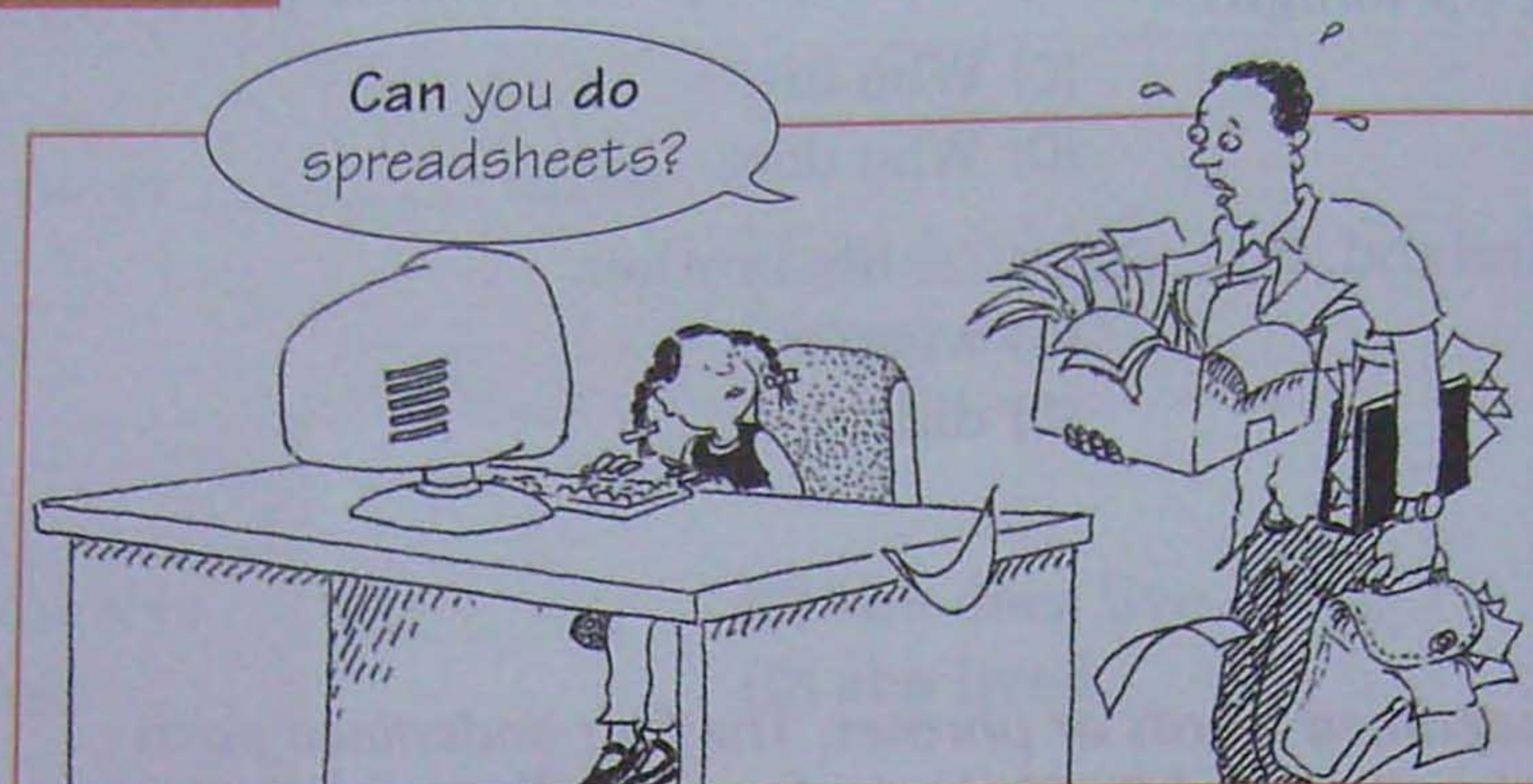
A B C D

A B C D

A B C D

UNIT 27

Ability: Can, Could, Be able to



CHECK POINT

Circle T (True) or F (False).

T F The father wants to know if his daughter has permission to do spreadsheets.

CHART CHECK 1

Circle T (True) or F (False).

T F The form for **can** and **could** is the same for all subjects.

STATEMENTS: CAN/COULD

SUBJECT	CAN/COULD*	BASE FORM OF VERB	
I/He/She/It/We/You/They	can cannot can't	do	spreadsheets now.
	could (not) couldn't	use	a computer last year.

*Can and could are modals. They do not have -s in the third person singular.

YES/NO QUESTIONS: CAN/COULD

CAN/COULD	SUBJECT	BASE FORM	
Can	she	do	them?
Could	they	use	one?

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes,	she can .	No,	she can't .
	they could .		they couldn't .

WH- QUESTIONS: CAN/COULD

WH- WORD	CAN/COULD	SUBJECT	BASE FORM	
How well	can	she	do	spreadsheets?
	could	they	use	a computer?

CHART CHECK 2

Tick the correct answer.

Which part of **be able to** changes for different subjects?

☐ **be** ☐ **able to**

AFFIRMATIVE: BE ABLE TO

SUBJECT	BE	ABLE TO	BASE FORM	
I	am 'm	able to	do	graphs.
He/She/It	is 's			
We/You/They	are 're			

NEGATIVE: BE ABLE TO

SUBJECT	BE + NOT	ABLE TO	BASE FORM	
I	am not 'm not	able to	do	graphs.
He/She/It	is not isn't 's not			
We/You/They	are aren't 're			

CHART CHECK 3

Check the correct answer.

In questions with **be able to**, what comes before the subject?

- ☐ a form of **be**
☐ a form of **able to**

YES/NO QUESTIONS: BE ABLE TO

BE	SUBJECT	ABLE TO	BASE FORM	
Are	you			
Is	she	able to	do	spreadsheets?

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes,	I am. she is .	No,	I'm not. she isn't .

WH- QUESTIONS: BE ABLE TO

WH- WORD	BE	SUBJECT	ABLE TO	BASE FORM	
How well	are	you			
	is	she	able to	do	spreadsheets?

EXPRESS CHECK

Complete these sentences with **can** or **be able to**. Use one word for each gap.

A: _____ she already able _____ use a computer?

B: Yes, she _____, and she _____ type and do spreadsheets, too.

Grammar Explanations**Examples**

1. Use **can** or **be able to** to talk about ability in the present.

USAGE NOTE: In everyday speech, **can** is more common than **be able to** in the present tense.

- She **can do** computer graphics.
- She's **able to do** computer graphics.

2. Use either **could** or **was/were able to** to talk about ability (but not a specific achievement) in the past.

- **BE CAREFUL!** Use **managed to** or **was/were able to** to talk about a specific achievement or a single event in the past.

Use either **could** or **was/were able to** in negative sentences about past ability.

- Sam **could read** when he was four.
- He **was able to use** a computer, too.
- She **managed to** delete the virus from her computer.
- He **was able to fix** his computer when it broke down.
NOT He ~~could fix~~ his computer when it . . .
- I **couldn't do** spreadsheets.
- I **wasn't able to do** one problem.

3. For forms and tenses other than the present or past, use **be able to**.

- Jen wants **to be able to write** software. (infinitive)
- By June she **will be able to complete** her computer class. (future)

1

IDENTIFY • Read part of an article about some talented young business people. Underline the words that express ability.

An amazing number of teenagers have managed to set up highly successful internet businesses. Take John Davidson, for example. John could surf the net by the time he was six and by the age of eight, he could design web pages of his own. It wasn't long before he was able to persuade the bank to lend him enough money to start up his very own business. At the age of sixteen he managed to persuade his parents to allow him to leave school, and his first business, 'Webmasters', was soon up and running. Another teenager, Jim Leicester, very quickly realised he could make money doing what he

WEB BUSINESSES FOR FUN AND PROFIT

enjoyed most: playing computer games. In 1999, he was able to sell five games he'd developed to a famous software company. Now Jim can earn up to £1000 a week by selling his programs. Katy Fischer, an enterprising 18-year-old from Manchester, was also able to break into the dotcom world. Although she says she can't understand why she's been so successful, her parents certainly can. 'Katy was determined to prove she could start a business when she was just fourteen,' says her father, 'and through hard work, she's managed to do just that.'

COMPLETE • Read each description. Complete it with a name from the article.

1. _____ Jim _____ sold games to a software company.
2. _____ got a bank loan.
3. _____ wanted to start a business at the age of 14.
4. _____ left school at sixteen.

2

COMPLETE • Read these paragraphs. Complete them with **can**, **could** or **be able to**. Use **can** or **could** where possible. Choose between affirmative and negative.

1. Steven is enjoying his computer class. Two weeks ago, he _____ couldn't _____ even use the mouse but now he _____ edit his homework. By next week, he _____ do research on the internet.
2. Eleni misses her family in Greece. She _____ visit them for years, but they've just got an email account, so now they _____ keep in touch daily.
3. I _____ work out how to set up a presentation. The software instructions don't help. I think I'll take a professional development course. In a few months maybe I _____ do that presentation.
4. Mike and I _____ get on since we started this business. He _____ work alone (he needs people) and I _____ work in a group (I have to work alone). I hope we _____ work out our problems soon.

3 COMPLETE • Read this advertisement. Complete it with the appropriate form of **can**, **could** or **be able to** plus the verbs in brackets. Use **can** or **could** when possible.

WILL B. HAPPY®

Professional Development Courses

Time Management Presentations Career Development Teamwork

Think about your last presentation: Were you able to prepare it on time?
1. (prepare)

 you your ideas?
2. (communicate)

Will B. Happy® has helped others, and he YOU!
3. (help)

'Before I took Will B. Happy's course, my work was always late because

I a schedule. I also had big piles of papers on my desk
4. (follow)

because I what was important. Now I
5. (decide) 6. (manage)

my time effectively. Next month, when my workload gets heavy, I

 it and do the important things first.' *Scott Mathis, student*
7. (organise)

'I didn't use to in front of groups. Now I can!'
8. (speak)

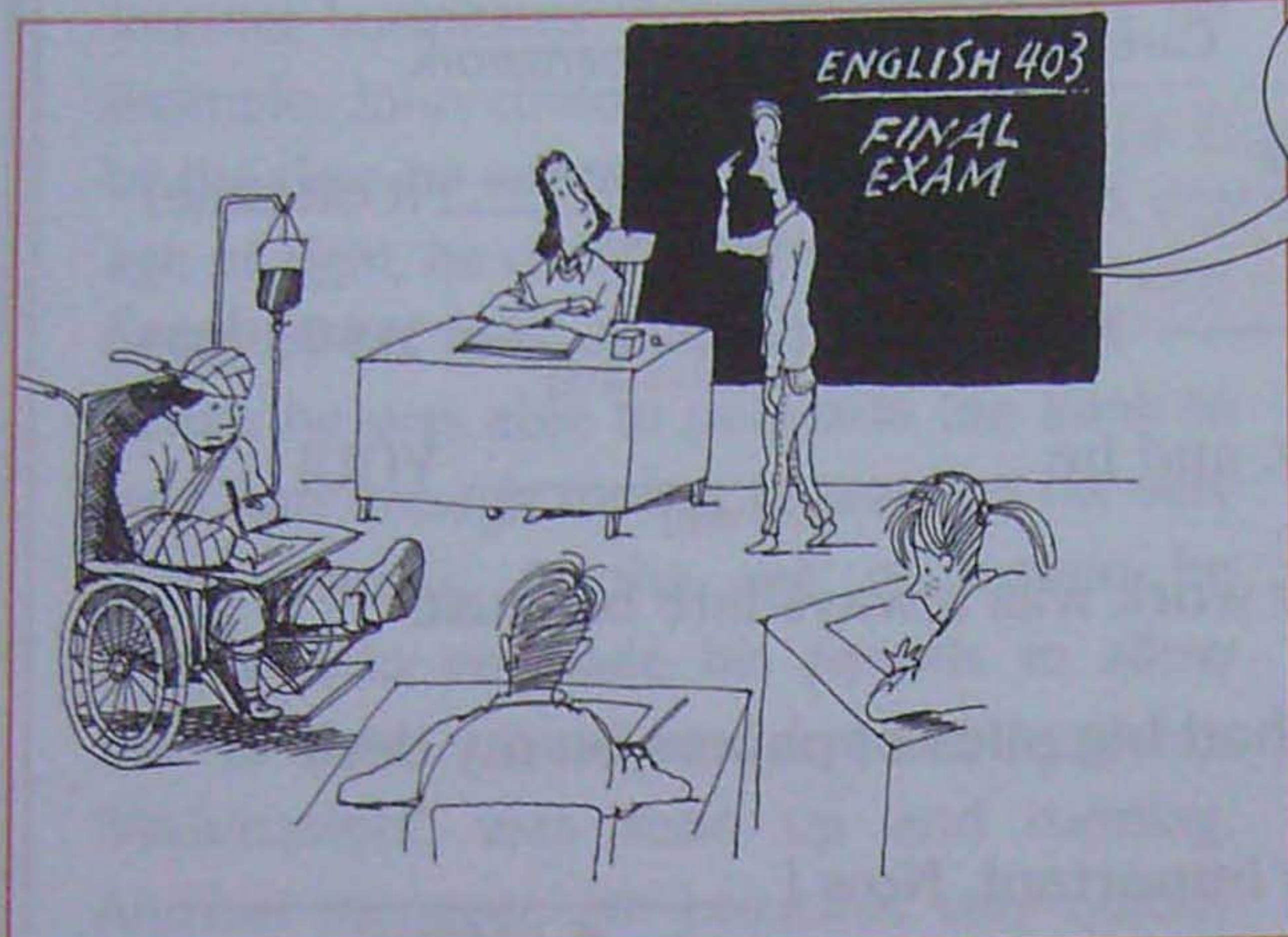
Mary Wells, sales manager

4 EDIT • Read this student's diary. Find and correct seven mistakes in expressing ability. The first mistake has already been corrected.

Today in my 'Will B. Happy' teamwork course, I learnt about work styles - 'Drivers' and 'Enthusiasts.' I'm a Driver so I can make decisions but I'm not able ^{to} listen to other people's ideas. The Enthusiast in our group can communicates well but you can't depend on her. Now I understand what was happening in my business class last year, when I couldn't got on with my team. I thought that they all talked too much and didn't able to work efficiently. I could get an A for the course but it was hard. I can do a lot more on my own but some jobs are too big for that. Our instructor says that soon the Drivers will able to listen and the Enthusiast could be more dependable.

UNIT 28

Permission: May, Can, Could, Do you mind if . . . ?



I think
I've got something in
my eye. **Could** I take the
test tomorrow?

CHECK POINT

Tick the sentence that describes what's happening in the cartoon.

- ☐ The student wants to know if his eye will be better tomorrow.
- ☐ The student is asking the teacher to allow him to take the test tomorrow.

CHART CHECK 1

Tick the correct answer.

Which modal is used in questions but NOT in short answers about permission?

- ☐ **may**
- ☐ **can**
- ☐ **could**

QUESTIONS: MAY/CAN/COULD

MAY/CAN/COULD*	SUBJECT	BASE FORM OF VERB	
May Can Could	I/we/he/she/it/they	start	now?

*May, can, and could are modals. They do not have -s in the third person singular.

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you/he/she/it/they	may. can.	No,	you/he/she/it/they	may not. can't.

CHART CHECK 2

Circle T (True) or F (False).

T F After **Do you mind if . . . ?** the verb is the same for all subjects.

T F The answer **Not at all** gives permission.

QUESTIONS: DO YOU MIND IF . . . ?

DO YOU MIND IF	SUBJECT	VERB
Do you mind if	I/we/they	start?
	he/she/it	starts?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Not at all.	
No, I don't.	Yes, I do.

STATEMENTS: MAY/CAN

SUBJECT	MAY/CAN	BASE FORM
I/He/She/It/We/You/They	may (not) can(not)	start.

EXPRESS CHECK

Circle the correct words to complete this conversation.

A: Do you mind if he help / helps me with my homework?

B: Not at all / Yes I do. He can help / helps you, but you should do most of the work.

Grammar Explanations

Examples

1. Use **may**, **could** and **can** to ask for permission.

USAGE NOTE: **May** is a little more formal than **can** and **could**.

- **BE CAREFUL!** Requests for permission always refer to the present or the future. When you use **could** to ask for permission, it is not past.

- **May** I **call** you next Friday?
- **Could** we **use** your car?
- **Can** he **come** to class with me?
- **May** I **leave** the room, Professor Lee?

A: **Could** I take the test **tomorrow**?
B: Certainly. The test starts at 9:00 a.m.

2. We often say **please** when we ask for permission. Note the possible word orders.

- **Could** I ask a question, **please**?
- OR
- **Please could** I ask a question?

3. Use **Do you mind if . . . ?** to ask for permission when your action might bother someone.

- **BE CAREFUL!** A negative answer to the question **Do you mind if . . . ?** gives permission to do something. It means *It's OK. I don't mind.*

A: **Do you mind if** I clean up tomorrow?
B: Yes, actually, I do mind. I hate seeing a mess.
A: **Do you mind if** I leave the room?
B: **Not at all.**
(You may leave the room.)

4. Use **may** or **can** in answers. Do not use **could**.

- **BE CAREFUL!** Do not contract **may not**.

We often use **polite expressions** instead of modals to answer requests for permission.

A: **Could** I borrow this pencil?
B: Yes, of course you **can**.
NOT Yes, you ~~could~~.
■ No, you **may not**.
NOT No, you ~~mayn't~~.
A: **Could** I close the window?
B: **Yes, of course.**
Certainly.
Sure.
Go ahead.
No, please don't. It's hot in here.

5. When people **refuse permission**, they often give an apology and an explanation.

If the rules are very clear, someone may refuse without an apology or explanation.

A: Can I please have a little more time?
B: **I'm sorry, but the time is up.**
DRIVER: Can I park here?
OFFICER: **No, you can't.**

1

MATCH • Each request for permission goes with a response. Match each request with the correct response.

Request

Response

- d 1. May we come in now?
 _____ 2. Could I see your tickets, please?
 _____ 3. Please may I speak to Harry?
 _____ 4. Could they come with us?
 _____ 5. Can I park here?
 _____ 6. Do you mind if I have some more tea?

- a. No, you can't. It's a bus stop.
 b. Not at all. There's plenty of time.
 c. Yes, of course they can. We've got plenty of room.
 d. Yes, you may. The test starts soon.
 e. I'm sorry, he's not in.
 f. Certainly. Here they are.

2

COMPLETE • Mr Smith is supervising a test. Complete his conversations with his students. Use a pronoun plus the correct form of the words in brackets and short answers.

AHMED: _____ Could we come _____ into the test room now?
 1. (Could / come)

MR H: Yes, _____ certainly _____. Please show your registration form as you come in.
 2.

SOFIA: My brother isn't taking the test. _____ in the room with me?
 3. (Do you mind / stay)

MR H: Yes, _____. Only people with tickets are allowed inside.
 4.

ROSA: _____ a pen to write my name on the test booklet?
 5. (May / use)

MR H: No, _____. You must use a pencil. And everyone please remember, _____ the test until I tell you to.
 6. 7. (can't / start)

ROSA: Jamie, _____ this pencil? I only brought a pen.
 8. (do you mind if / borrow)

JAMIE: _____. Take it. I've brought several.
 9.

MR H: OK, _____ your test booklets and read the instructions now.
 10. (may / open)

JEAN: I'm late because my train broke down. _____ in?

MR H: No, _____. We've already started the test.
 11. (Can / come) 12.

3 ASK • Lucy and Carl are going to a concert. Read each situation. Write questions to ask for permission. Use the words in brackets.

1. Carl wants his friend Bob to come.

CARL: I have an extra ticket. _____ Do you mind if Bob comes?
(Do you mind if)

2. Carl wants to use Lucy's phone to call Bob.

CARL: Great. I'll call him right now. _____
(Could)

3. Carl wants to park in front of the stadium.

CARL: We're going to the concert, Officer. _____
(May)

4. Lucy, Bob and Carl want to move up a few rows. Bob asks an usher.

BOB: All those seats are empty. _____
(Could)

5. Carl wants to record the concert. Lucy asks the usher first.

LUCY: My friend brought a tape recorder. _____
(Can)

6. Lucy hates the music. She wants to leave.

LUCY: This music is giving me a headache. _____
(Do you mind if)

4 EDIT • Find the mistake in each item and fill in the space that corresponds to the letter of the incorrect word or phrase. Then correct the mistake.

- Can he comes on the train with me or does he need a ticket? (A) **(B)** (C) (D)
A B C D
- I'm sorry, he couldn't. Only passengers can board the train. (A) (B) (C) (D)
A B C D
- Could I swapped seats with you? I'd like to sit next to my son. (A) (B) (C) (D)
A B C D
- Yes, you could. Go ahead. I'm getting off soon. (A) (B) (C) (D)
A B C D
- Mum, may I to have some sweets? I'm hungry. (A) (B) (C) (D)
A B C D
- No, you mayn't. I'm sorry, but you've already had enough sweets. (A) (B) (C) (D)
A B C D
- Do you mind if he play his computer game? (A) (B) (C) (D)
A B C D
- Yes, I do. He can play if he wants. It won't bother me. (A) (B) (C) (D)
A B C D
- I'm still hungry. Can we'll get a sandwich soon? (A) (B) (C) (D)
A B C D
- Not at all. We can go and find the buffet car. (A) (B) (C) (D)
A B C D

UNIT 29

Requests:

Will, Can, Would, Could, Would you mind . . . ?



'Miss Fleming, would you mind dialling 999 for me?'

CHECK POINT

Tick the correct answer.

The businessman is

- ☐ giving an order.
- ☐ asking someone to do something.
- ☐ asking for information.

NOTE: 999 is the emergency telephone number in the United Kingdom.

CHART CHECK 1

Circle T (True) or F (False).

T F You can use **would** and **could** in questions but NOT in short answers to requests.

QUESTIONS: WILL/CAN/WOULD/COULD

WILL/CAN/ WOULD/COULD*	SUBJECT	BASE FORM OF VERB	
Will Can Would Could	you	post	this for me?

*These words are modals. They do not have -s in the third person singular.

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE
Yes, sure	(I will).	I'm sorry, but I can't .
Of course	(I can).	
Certainly.		

QUESTIONS: WOULD YOU MIND . . . ?

WOULD YOU MIND	GERUND	
Would you mind	posting	this for me?

CHART CHECK 2

Tick the correct answer.

Not at all means:☐ **OK**☐ **no****SHORT ANSWERS****AFFIRMATIVE**No, not at all.
I'd be glad to.**NEGATIVE**I'm sorry, but I **can't**.**EXPRESS CHECK**

Complete this conversation.

A: _____ you mind filing these reports now?

B: _____, _____ at all.

A: Thanks. And _____ you answer the phone, please?

B: Sorry, but I _____. My hands are full.

Grammar Explanations**Examples**

1. Use **will**, **can**, **would** and **could** to ask someone to do something.

We often use **will** and **can** for informal requests.

SISTER: **Will** you **answer** the phone?
Can you **turn down** the TV?

We use **would** and **could** to make requests more polite.

BOSS: **Would** you **type** this report?
Could you **make** ten copies?

2. We also use **please** with **will**, **can**, **would** and **could** to make the request even more polite. Note the word order.

■ **Please could** you close the door?
OR
■ **Could** you close the door, **please**?

3. We also use **Would you mind + gerund** (without **please**) to make polite requests. Note that a **negative answer** means that you will do what the person requests.

A: **Would you mind waiting** for a few minutes?
Mr Collins is still at a meeting.
B: **Not at all.**
(OK. I'll do it.)

4. People usually expect us to say **yes** to polite requests. When we **cannot say yes**, we usually apologise and give a reason.

A: **Could** you take this to Susan Lane's office for me?
B: **I'm sorry, I can't.** I'm expecting an important phone call.
A: I'm cold. **Would** you shut the window, please?
B: **Certainly.**
~~Not Yes, I would.~~

- **BE CAREFUL!** Do not use **would** or **could** to answer polite requests.

1

IDENTIFY • Marcia has got a new colleague. Read their conversations. Underline all the polite requests.

1. **MARCIA:** Hi. You must be the new office assistant. I'm Marcia Jones. Let me know if you need anything.

LORNA: Thanks, Marcia. Could you show me where the photocopier is?

MARCIA: Certainly. It's over here.

2. **LORNA:** Marcia, would you show me how to use the fax machine?

MARCIA: Yes, sure. Just put your fax in here and dial the number.

3. **MARCIA:** I'm going to lunch. Would you like to come?

LORNA: Thanks, but I can't just now. I'm really busy.

MARCIA: Do you want a sandwich from the coffee shop?

LORNA: That would be great. Can you get me a tuna sandwich and a coffee, please?

MARCIA: No problem. Will you answer my phone until I get back?

LORNA: Of course.

4. **MARCIA:** Lorna, would you mind making some tea?

LORNA: I'm sorry, but I can't do it now. I've got to finish this letter by 2:00.

2

CHOOSE • Lorna's flatmate, Jane, is having problems today. Tick the appropriate response to each of Jane's requests.

1. Lorna, please would you drive me into town today? My car won't start.

a. _____ Yes, I would.

b. ☒ I'd be glad to.

2. Would you mind lending me five pounds? I'm getting paid tomorrow.

a. _____ Not at all.

b. _____ Yes.

3. Lorna, can you take these books back to the library for me? I'm running late.

a. _____ I'm late, too. Sorry.

b. _____ No, I can't.

4. Could you lock the door on your way out? My hands are full.

a. _____ Yes, I could.

b. _____ Of course.

5. Can you turn the radio down? I need to study this morning.

a. _____ Certainly.

b. _____ Not at all.

6. Will you pick up some milk on the way home this afternoon?

a. _____ No, I won't.

b. _____ Sorry. I'll be at work until 8:00.

3 CHOOSE & COMPLETE • Use the appropriate imperative from the box to complete these requests. Use **please** when possible, and make any necessary changes.

Buy some cereal. Call back later. ~~Close the window.~~
File these reports. Shut the door. Turn on the lights.

1. Can you close the window, please? It's freezing in here.
2. Could _____ I've finished reading them.
3. Would you mind _____ It's too dark in here.
4. Will _____ We don't have any left.
5. Could _____ Ms Blake is on another call just now.
6. Would _____ There's too much noise in the hall!

4 EDIT • Read these requests from Marcia's boss and Marcia's answers (in bold type). Find and correct six mistakes in making and responding to requests. The first mistake has already been corrected.

SUBJ: Sales Meeting -Reply
DATE: 04-11-03 12:14:39 EST
FROM: MarciaJones@dataline.com
TO: JohnStone@dataline.com
CC: AnnChalke@dataline.com

>>> <JohnStone@dataline.com> 04/11/03 10:37am>>>

The meetings are going well but they have been extended by a day. Please ~~you could~~ **could you** call Doug Rogers to try to reschedule our sales meeting?

Not at all. I'll do it straightaway.

We'll need three extra copies of the monthly sales report. Would you ask Ann to see to that?

Yes, I would. (Ann—Could you do this?)

I hate to ask but would you mind to work on Saturday? We'll need the extra time to go over the new information I've got.

Sorry, but I couldn't. My in-laws are coming to stay. But Rob Dixon says he can come in to help out.

One last thing. I was going to pick up those new business cards but I won't be back in time. Would you mind doing that for me?

Yes, I would. I'll stop at the printer's during my lunch break.

UNIT 30

Advice: Should, Ought to, Had better

CHECK POINT

Check the correct answer.

- ☐ The interviewer is suggesting a type of job for the applicant.
- ☐ The interviewer is telling the applicant how to be successful.

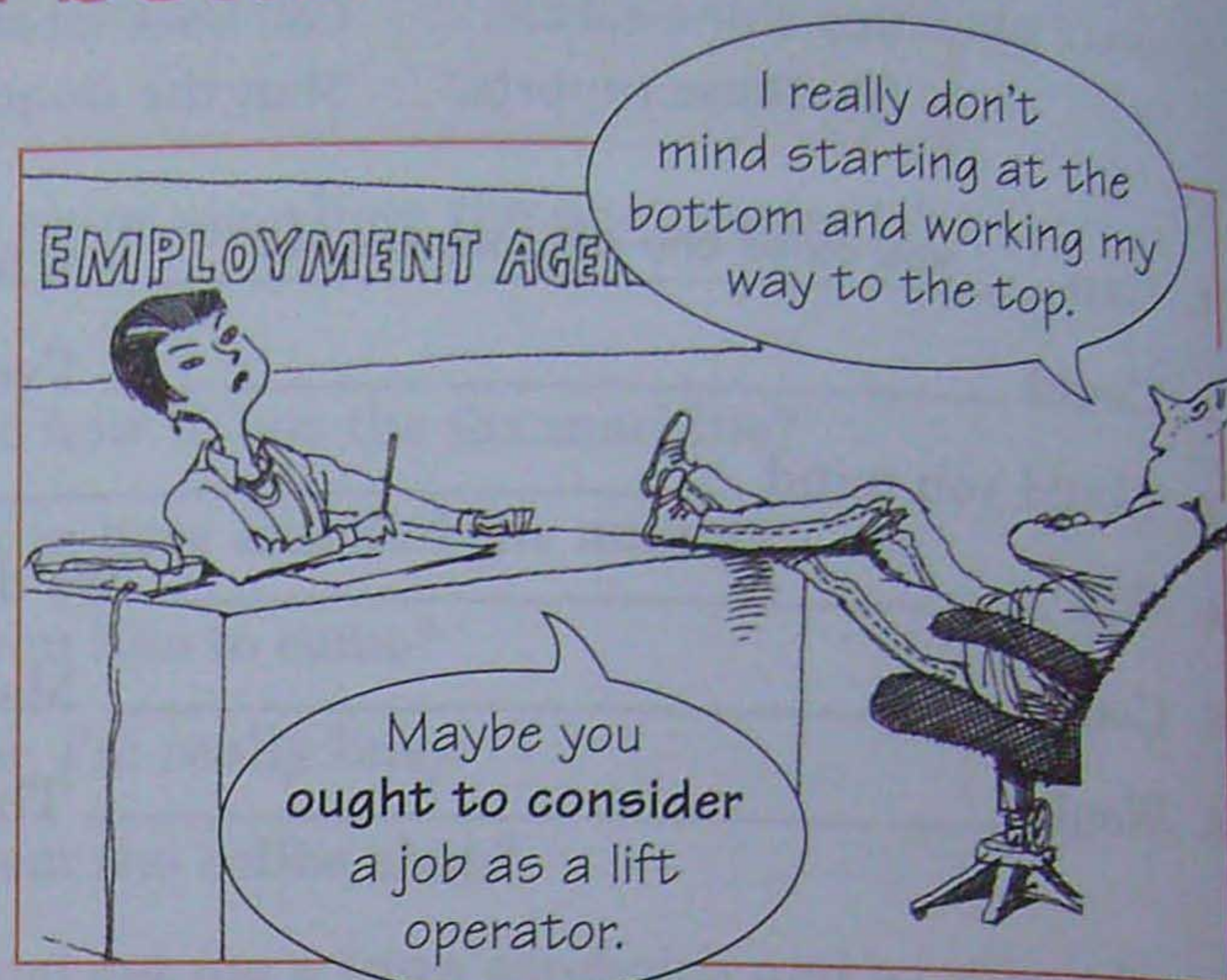


CHART CHECK 1

Circle T (True) or F (False).

- T F** The same form of the verb follows **should**, **ought to** and **had better**.

STATEMENTS: SHOULD/UGHT TO/HAD BETTER

SUBJECT	SHOULD/UGHT TO/HAD BETTER*	BASE FORM OF VERB	
I/He/She/We/You/They	should (not) ought to had better (not)	look	for a new job.

*Should and ought to are modals. Had better is similar to a modal. These forms do not have -s in the third person singular.

NOTE: For contractions of *should not* and *had better*, see Appendix 24 on page 346.

CHART CHECK 2

Tick the correct answer.

In questions about advice, we usually use:

- ☐ **should**
- ☐ **ought to**
- ☐ **had better**

YES/NO QUESTIONS: SHOULD

SHOULD	SUBJECT	BASE FORM
Should	I he	look?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you he	should.	No,	you he	shouldn't.

WH- QUESTIONS: SHOULD

WH- WORD	SHOULD	SUBJECT	BASE FORM	
Where	should	I he	look	for a new job?

EXPRESS CHECK

Complete this conversation.

A: They're looking for a cashier at McDonald's. _____ I apply for the job?

B: _____, you _____. You can get more money working at the bookshop.

Grammar Explanations**Examples**

1. Use **should** and **ought to** to say that something is advisable.

USAGE NOTE: **Should** is more common than **ought to**.

- Mark **should get** a new job.
- He **shouldn't leave** school yet.
- He **ought to read** the job ads.
- NOT COMMON ~~He ought not to quit.~~

2. Use **had better** for urgent advice – when you believe that something bad will happen if the person does not follow the advice.

USAGE NOTE: We usually use the contraction for *had better*.

The negative of *had better* is **had better not**.

- **BE CAREFUL!** *Had better* always refers to the present or the future, never to the past (even though it uses the word *had*).

- You'd **better leave** now **or you'll be late**.
- You'd **better** apply for more than one job.
NOT ~~You had better apply ...~~
- You'd **better not** be late.
NOT ~~You'd not better be late.~~
- We'd **better take** the bus **now**.
- You'd **better call** them back **tomorrow**.

3. Use **should** for questions. We do not usually use *ought to* or *had better* for questions.

- **Should I apply** for that job?
- When **should I apply**?

4. It is usually considered impolite to give **advice to people of equal or higher status** (such as friends or bosses) unless they ask for it.

When we give unasked-for advice, we often soften it with **maybe**, **perhaps** or **I think**.

FRIEND: **Should I shake** hands with the interviewer?

You: Yes, you **should**.

Boss: Where **should I take** our client to lunch?

You: I think you **should go** to Luigi's.

- Myra, **maybe** you **ought to apply** for this job.

1

READ • Look at these job search tips.

- You should tell all your friends that you are looking for a job.
- You'd better not leave your present job before you find a new one.
- You shouldn't tell your boss that you are looking for a new job.
- You ought to apply for several jobs at once.
- You shouldn't immediately ask an interviewer about job benefits.
- You should always give the interviewer accurate salary information.

ANSWER • Tick the things that are OK to do, according to the tips.

- | | |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1. <input checked="" type="checkbox"/> tell your friends about your job search | 4. <input type="checkbox"/> leave your job during your search |
| 2. <input type="checkbox"/> tell your boss about your job search | 5. <input type="checkbox"/> apply for several jobs at once |
| 3. <input type="checkbox"/> ask about job benefits straight away | 6. <input type="checkbox"/> tell the interviewer your real salary |

2

CHOOSE • Read this advice for job seekers. Complete it with the correct words.

Reader's Weekly Volume II, Issue 23

ADVICE FOR JOB SEEKERS**W**ant or need a new job? When's the best time to start looking? Right now!

You _____ 'd better not _____ delay, or you'll start to feel 'stuck in a rut'.

1. (ought to / 'd better not)

These tips will help:

- A lot of people wait until after the holidays to look for a job. That means there's less competition for you at this time of year. You _____ wait!
- 2. (shouldn't / should)
- Too busy at work to go to interviews? Early morning interviews have fewer interruptions. You _____ ask for interviews before nine o'clock.
- 3. (should / 'd better not)
- If you are laid off, you _____ take a lower-paid job just to get work. If your new salary is low, your employer won't appreciate your skills. If possible, you _____ ask for a salary that matches your skills.
- 5. ('d better not / should)
- However, money isn't everything! You _____ take a position with a company you dislike, or you won't do a good job there.
- 6. (ought to / 'd better not)
- Don't talk about salary too soon. You _____ wait – learn about the job and talk about your skills first.
- 7. ('d better / shouldn't)

3

COMPLETE • Ken Lang's boss has invited him to dinner at his home. Complete Ken's conversation with his friend, Scott. Use **should**, **ought to** or **had better** and the words in brackets. Choose between affirmative and negative.

KEN: How should I dress? _____ In a suit?
1. (How / dress?)

SCOTT: You don't have to wear a suit. _____
2. (look / neat)
but you can wear casual clothes.

KEN: _____
3. (What time / arrive?)

SCOTT: It's really important to be on time. Your boss and his wife are expecting you at 7:00, so _____. It's OK to be a little late but don't make them wait too long for you!
4. (arrive after 7:15)

KEN: _____
5. (take a gift?)

SCOTT: Yes, but get something small. _____.
6. (buy an expensive gift)
It would embarrass them.

KEN: _____
7. (What / buy?)

SCOTT: I think _____.
8. (get some flowers)

4

EDIT • Read this letter. Find and correct six mistakes in expressing advice. The first mistake has already been corrected.

Dear Tom,

We are so happy to hear about your new job. Congratulations! Just remember – you shouldn't ~~to~~ work too hard. The most important thing just now is your studies.

Maybe you better work only two days a week instead of three. Also, we think you'd better ask your boss for time off during the exams. That way you'll have plenty of time to study. You would better give this a lot of careful thought, OK? Please take good care of yourself. You'd not better start skipping meals and you definitely shouldn't worked at night. At your age, you shall always get plenty of sleep. Do you need anything from home? Should we send any of your books? Let us know.

With love,

Mum and Dad

UNIT 31

Suggestions:

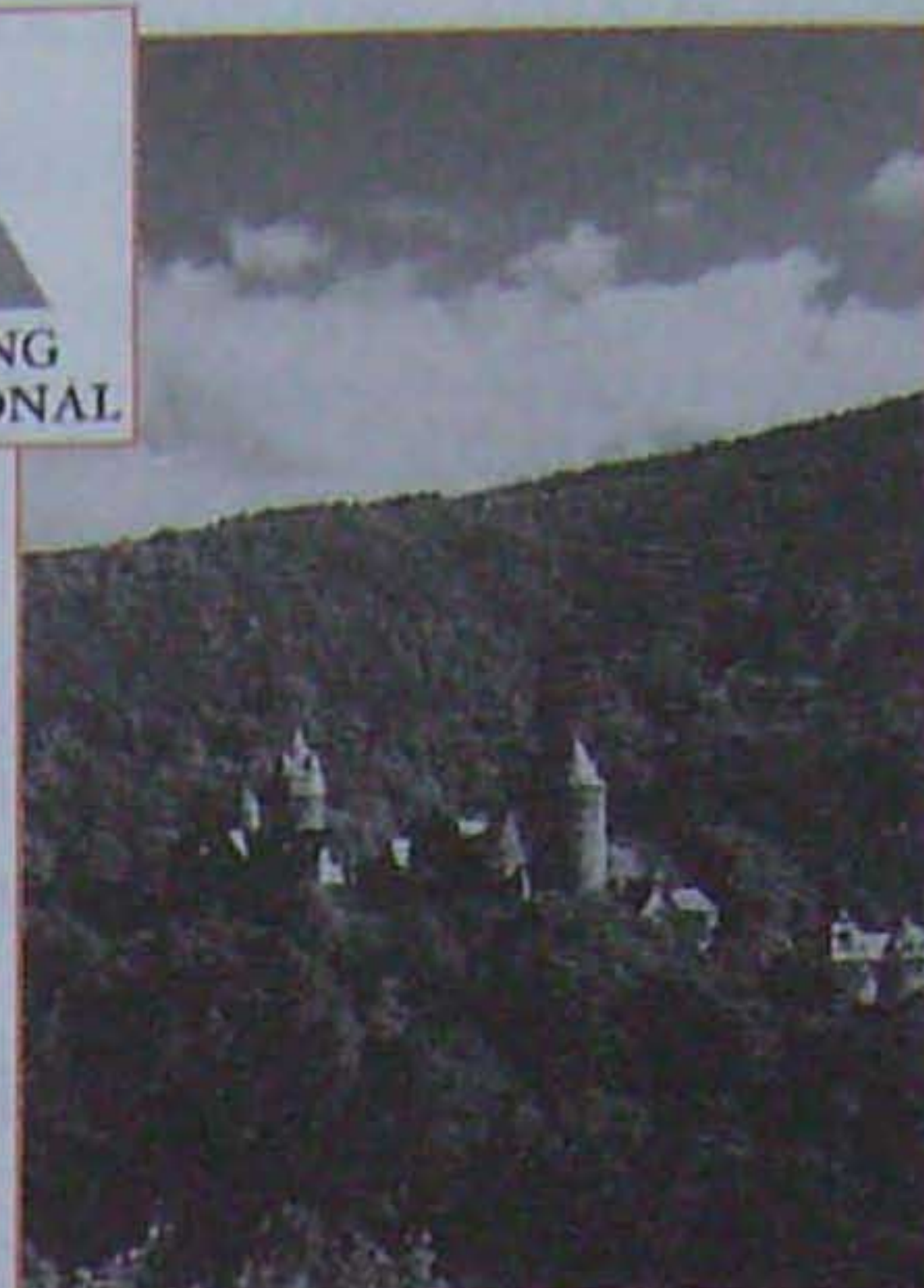
*Could, Why don't?,
Why not?, Let's, Shall we?,
How about?*

Let's Travel!

Going to Germany?

Why not stay at a youth hostel?

How about a magnificent one
like Altena Castle? Altena is also
fun and cheap. So, **why don't**
you **make** our castle your home?



Altena Castle, Germany

CHECK POINT

Circle T (True) or F (False).

T F The questions in the advert are asking for information about youth hostels.

CHART CHECK 1

Tick the correct answer.

The verb after **could**,
why don't, **why not**,
shall we or **let's**

- ☐ changes for different subjects.
- ☐ does not change for different subjects.

COULD

(MAYBE)	SUBJECT	COULD*	BASE FORM	
(Maybe)	I/he/she/we/you/they	could	stay	in a castle.

*Could is a modal. It does not have -s in the third person singular.

WHY DON'T?

WHY	DON'T	SUBJECT	BASE FORM	
Why	don't	I/we/you/they	stay	in a castle?
	doesn't	he/she		

WHY NOT?

WHY NOT	BASE FORM	
Why not	stay	there?

LET'S

LET'S (NOT)	BASE FORM	
Let's (not)	stay	there.

CHART CHECK 2

Circle T (True) or F (False).

T F Suggestions with **How about?** have only one form.

HOW ABOUT?

HOW ABOUT	GERUND/NOUN	
How about	staying	in a castle?
	a castle?	

SHALL WE?

SHALL WE	BASE FORM	
Shall we	stay	at Altena?

EXPRESS CHECK

Add the correct punctuation.

Let's take the train_____

Maybe we could take the train_____

Why not take the train_____

How about the train_____

Grammar Explanations

1. Use **Let's**, (**Maybe**) . . . **could**, **Why don't/doesn't**, **Why not**, **Shall we** and **How about** to make suggestions.

► **BE CAREFUL!** When someone uses **Why not** and **Why don't/doesn't** to make a suggestion, these expressions are not information questions. The speaker does not expect to receive information from the listener.

2. **Let's** and **Shall we** always include the speaker. They mean: *Here's a suggestion for you and me.*

3. Note the **different forms** to use with these expressions.

4. Notice the **punctuation** at the end of each kind of suggestion.

Examples

- A:** **Let's go** somewhere this summer.
B: **Maybe** we **could go** to Germany.
A: **Why don't** we **ask** Luke to go with us?
B: Good idea. **Why doesn't** Tom **call** him tonight?
A: **Why not call** him right now?
B: **How about staying** at a youth hostel?
A: **How about** Altena Castle?
B: **Shall we go** by train?

SUGGESTION

- A:** **Why don't** you **visit** Jill in Hong Kong?
B: That's a good idea.

INFORMATION QUESTION

- A:** **Why don't** you **eat** meat?
B: Because I'm a vegetarian.

- **Let's go** to Hong Kong.
(*I suggest that we go to Hong Kong.*)
- **Shall we visit** Jill?

BASE FORM OF THE VERB

- **Let's take** the train.
- **Maybe** we **could take** the train.
- **Why don't** we **take** the train?
- **Why not take** the train?

GERUND OR NOUN

- **How about taking** the train?
- **How about the train?**

STATEMENTS

- **Let's** stay at a hostel.
- **Maybe** we **could** stay at a hostel.

QUESTIONS

- **Why don't** we stay at a hostel?
- **Why not** stay at a hostel?
- **Shall we** stay at a hostel?
- **How about** staying at a hostel?
- **How about** a hostel?

1

IDENTIFY • Emily and Megan are visiting Hong Kong. Read their conversation. Underline all the suggestions.

EMILY: Why don't we go to the races? I hear they're really exciting.

MEGAN: I'd like to but I need to go shopping.

EMILY: Then let's go to the Temple Street Market tonight. We might even see some Chinese opera in the street while we're there.

MEGAN: That sounds like fun. If we do that, why not go to the races this afternoon?

EMILY: OK, but let's get something to eat first in one of those floating restaurants.

MEGAN: I don't think we'll have time. Maybe we could do that tomorrow. Shall we get *dim sum* at the Kau Kee Restaurant next door? Then we could take the Star Ferry to Hong Kong Island and the racecourse.

EMILY: Sounds good. For tomorrow, why not take one of those small boats – *kaido* – to Lantau Island? When we come back, we could have dinner at the Jumbo Palace.

MEGAN: Let's do that. It's a bit expensive but at least it floats!

2

COMPLETE • Read these conversations. Complete them with the appropriate expression in brackets.

1. **A:** I feel like having seafood for dinner but we went to Tai Pak for seafood last night.

B: _____ Why not _____ go again? The food's great and so is the view.
(Why not / Let's not)

2. **A:** I'm really tired. _____ have a rest before we go out?
(Let's / Shall we)

B: That's a good idea. I'm tired, too.

3. **A:** I want to explore downtown Hong Kong.

B: _____ take a minibus? We'll see a lot more that way.
(Let's not / Why don't we)

4. **A:** A group of foreign students has just checked in at the hostel.

B: _____ ask them to join us for dinner.
(How about / Maybe we could)

5. **A:** I still need to buy some souvenirs before we leave.

B: _____ go shopping after dinner.
(Let's / Shall we)

6. **A:** I don't want to go home tomorrow. I'm having a really good time here.

B: So am I. _____ leave tomorrow.
(Let's not / Why not)

3

CHOOSE & COMPLETE • Read these conversations. Complete the suggestions with phrases from the box. Add pronouns and change the verbs as necessary. Punctuate correctly.

take a trip together
go to the beach

try that new seafood place
buy another one

~~buy tickets~~

1. A: There's an Oasis concert at the Hong Kong Convention Centre next weekend.
B: We're near there now. Maybe we could buy tickets.
2. A: It's going to be hot tomorrow.
B: I know. How about _____
3. A: These jackets are in the sale. Maybe we could buy one for Brian's birthday.
B: We got him a jacket last year. Let's not _____
4. A: I don't know what to do next summer. I'm sick of doing nothing.
B: Me too. Shall we _____
5. A: I'm hungry.
B: Let's _____

4

EDIT • Read these notes. Find and correct seven mistakes in the use of suggestions. The first one has already been corrected. Don't forget to check the punctuation.

3:00

Emily

I'm going shopping. I'll be back at 5:00. Let's ~~eat~~ ^{eat} at 7:00. OK?

Megan

4:00

Megan

7:00 for dinner is fine.

Shall we going to see a film afterwards.

See you later.

E.

5:00

Emily

I'm going to be too tired for a film.

Maybe we could just hanging around the hostel after dinner. Let's talk about it later. I'm going to have a nap.

M.

6:00

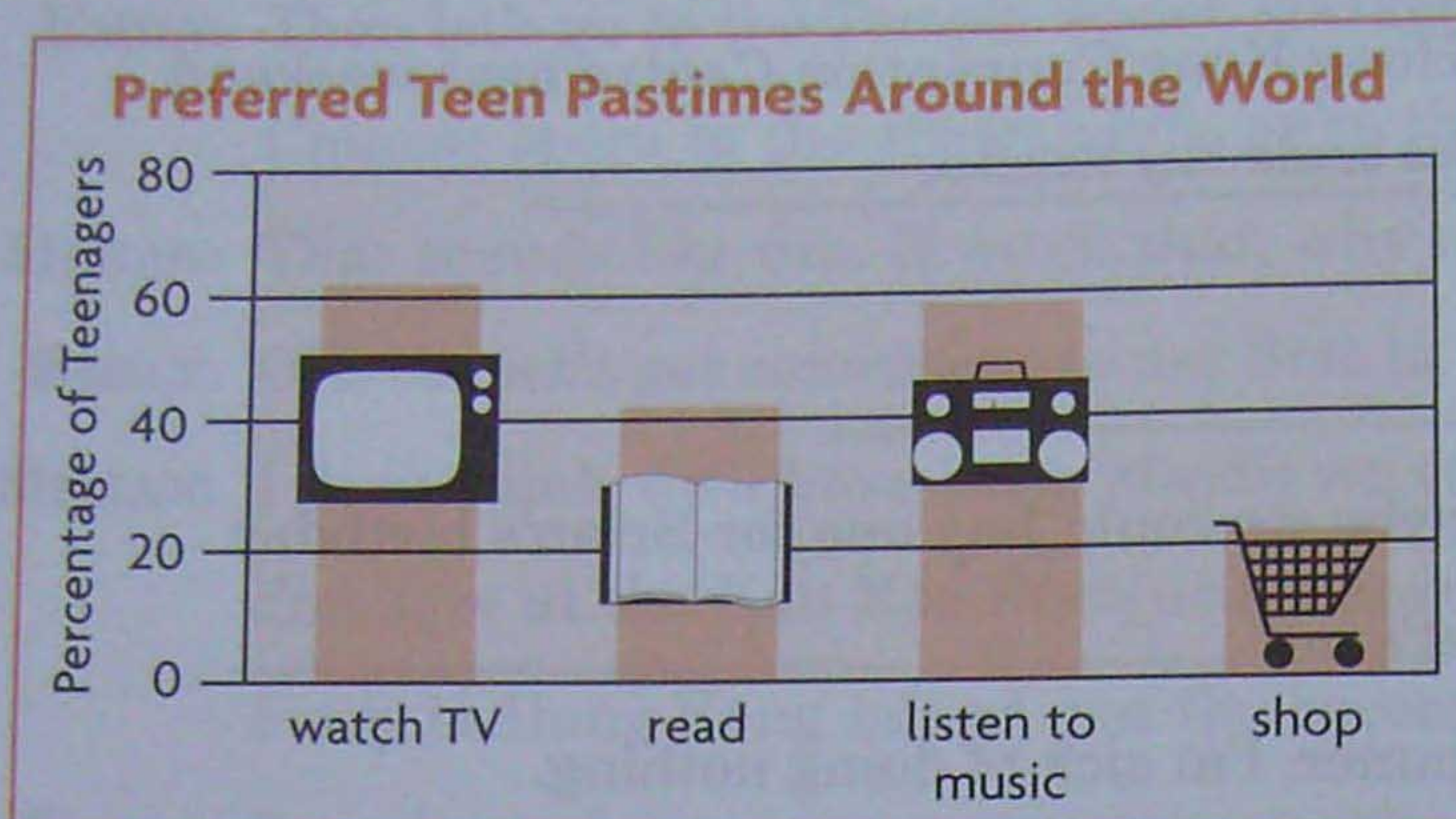
M-

Let's not eat at the same restaurant tonight? Why don't we trying a new place? How about Broadway Seafood. I'll meet you downstairs at 7:00.

E.

UNIT 32

Preferences: *Prefer, Would prefer, Would rather*



Teenagers around the world **prefer watching** TV to all other leisure-time activities.

CHECK POINT

Tick the main point of the bar graph.

- ☐ Teenagers like watching TV, reading books and listening to music.
- ☐ Teenagers like watching TV more than they like doing other things.

CHART CHECK 1

Tick the correct answer.

Which word(s) can you use with all subjects?

- ☐ **prefer**
- ☐ **would prefer** ('d prefer)

STATEMENTS: PREFER/WOULD PREFER

SUBJECT	(WOULD) PREFER	NOUN/GERUND/INFINITIVE
I/We/You*/They	prefer	newspapers (to magazines). reading newspapers (to reading books). (not) to read newspapers.
He/She	prefers	
I/He/She/We/You/They	would prefer 'd prefer	newspapers (to magazines) (not) to read newspapers.

*You is both singular and plural.

CHART CHECK 2

Tick the correct answer.

Which two forms of the verb can follow **prefer**?

- ☐ the base form or the gerund
- ☐ the gerund or the infinitive

YES/NO QUESTIONS: PREFER/WOULD PREFER

Do/Would	SUBJECT	PREFER	NOUN/GERUND/INFINITIVE
Do	you/they	prefer	newspapers?
Does	he/she		reading newspapers? to read newspapers?
Would	you/they/he/she		newspapers? to read newspapers?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	I/we/they	do.	No,	I/we/they	don't.
	he/she	does.		he/she	doesn't.
	I/we/they/he/she	would.		I/we/they/he/she	wouldn't.

STATEMENTS: WOULD RATHER		
SUBJECT	WOULD RATHER	BASE FORM OF VERB
I/He/She/We/You/They	would rather 'd rather	read newspapers (than read magazines). (not) read newspapers.

YES/NO QUESTIONS: WOULD RATHER			
WOULD	SUBJECT	RATHER	BASE FORM
Would	she	rather	read?

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, she would.	No, she wouldn't. She'd rather not.

EXPRESS CHECK

Circle the correct words to complete this sentence.

I'd rather read / to read than / to shop, but Jo prefers shop / shopping.

Grammar Explanations

Examples

- Use **prefer**, **would prefer** and **would rather** to talk about things that you like more than other things.

USAGE NOTE: We often use **prefer** for a general preference and **would prefer** or **would rather** for a preference in a particular situation.

- We usually **prefer Italian food** to French.
- I'd **prefer to have** Chinese food tonight.
- I'd **rather cook** at home than at Jane's place.
- Which **do** you **prefer** – chicken or prawn?
- **Would** you **prefer** chicken or prawn curry tonight?

- Prefer** may be followed by a noun, a gerund or an infinitive.

Would prefer may be followed by a noun or an infinitive.

Would rather can be followed by only the base form of the verb.

USAGE NOTE: We often use **I'd rather not**, by itself, to refuse an offer, suggestion or invitation.

- **BE CAREFUL!** The negative of **I'd rather** is **I'd rather not**.

- I usually ^{noun} **prefer vegetables** to ^{noun} **meat**.
- **Does** Bill ^{gerund} **prefer staying** in or ^{gerund} **going** out?
- I ^{infinitive} **prefer to read** whenever I have any free time.
- I think Sam ^{noun} **would prefer the book** to the CD.
- We'd both ^{infinitive} **prefer to go out** tonight.
- I'd ^{base form} **rather stay** at home tonight.

A: Would you like some dessert?

B: **I'd rather not**. I've had enough to eat.

- **I'd rather not** have dessert.
~~NOT I wouldn't rather have dessert.~~

- For **comparisons**, we can use **to** after **prefer** + noun or gerund.

We can also use **than** after **would prefer** + infinitive.

We can use **than** after **would rather** + base form of the verb.

- Jack ^{noun} **prefers comedies** ^{noun} **to action films**.
- I'd ^{gerund} **prefer walking** ^{gerund} **to swimming**.
- I'd ^{infinitive} **prefer to stay** at home tonight **than** ^{infinitive} **go to a restaurant**.
- I'd ^{base form} **rather watch** football **than** ^{base form} **play it**.

1

TRUE OR FALSE • Jim ranked some activities from 1 to 8 according to his preferences (1 = his favourite). Look at his list. Then read each numbered sentence and write T (True) or F (False).

Preferred Activities

- 3 listen to music
- 5 go swimming
- 4 go cycling
- 1 watch TV
- 8 cooking
- 6 play the guitar
- 7 go hiking
- 2 read

- T 1. He prefers listening to music to playing the guitar.
- 2. He'd rather go hiking than go swimming.
- 3. He prefers swimming to cycling.
- 4. He'd rather not watch TV.
- 5. He prefers cooking to reading.
- 6. He prefers watching TV to reading.
- 7. He'd probably prefer a concert to a walk in the countryside.

2

CHOOSE & COMPLETE • Jim and Anna are discussing their evening plans. Complete their conversation. Use **would rather (not)** with one of the verbs in the box or by itself in short answers.

have cook see ~~stay~~ go

ANNA: Would you like to go to the cinema tonight?

JIM: I'd rather stay at home and watch TV.

ANNA: Sounds good. Maybe we could make some dinner later.

JIM: tonight. I'm too tired.

ANNA: OK. you to a restaurant instead?

JIM: Let's order some pizza.

ANNA: How about a pepperoni pizza?

JIM: . Pepperoni gives me indigestion.

 mushrooms than pepperoni if that's OK.

ANNA: No problem. Do you want to watch the Stephen King thriller at 8:00?

JIM: . I don't like his films.

ANNA: Well . . . there's a comedy on at 8:00 and a documentary at 8:30.

JIM: the comedy. I need a laugh.

3

COMPLETE • Read these conversations. Complete them with **prefer**, **would prefer** or **would rather**. Use **prefer** to state general preferences. Complete the comparisons with **to** or **than**.

1. A: We're going to Rome again next week. Would you prefer to take the train or to fly this time?
B: You know me. I always prefer the plane to the train.
2. A: I would prefer have the aisle seat to the window seat.
B: That's fine with me. I would prefer the window seat. That way I can look out.
3. A: Where would you like to stay? In a hotel or a *pensione*?
B: Oh, I would prefer to stay in a *pensione* this time. It's more personal.
4. A: I would prefer eating in small *trattorias* to eating in big restaurants.
B: Me too. They're less expensive and the food is always delicious.
5. A: Speaking of food, you make the best spaghetti in the world.
B: Thanks, but I would prefer order it in a restaurant to make it at home!
6. A: When in Rome, would you prefer drinking tea or coffee?
B: I definitely would prefer coffee to tea. You know what they say, 'When in Rome, do as the Romans do!'

4

EDIT • Read Anna's report. Find and correct six mistakes in the use of **prefer** and **would rather**. The first mistake has already been corrected.

For my research, I interviewed fifty men and women. There was no difference in men's and women's TV preferences. I found that everyone prefers watching TV ^{to} ~~than~~ going to the cinema. Men and women both enjoy news programmes and documentaries. However, men would rather watching adventure programmes and science fiction, while women prefer soap operas. Men also like to watch all kinds of sport but women would rather see game shows to sports. Reading preferences differ, too. Men prefer to reading newspapers, while women would rather read magazines and books. When men read books, they prefer read non-fiction and adventure stories. Women are preferring novels.

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. —Would you shut the door, please?
—
(A) Certainly. (C) Yes, I could.
(B) No, I can't. (D) Yes, I would. A B C D
2. Why _____ a movie tonight?
(A) about seeing (C) not seeing A B C D
(B) don't we see (D) we don't see
3. Sonia can't speak German yet but after a few lessons
she _____ speak a little. A B C D
(A) can (C) is able to
(B) could (D) will be able to
4. In 1998, Tara Lipinski _____ win the gold medal in
figure skating at the Winter Olympics. A B C D
(A) can (C) will be able to
(B) could (D) was able to
5. I _____ make new friends since I moved here. A B C D
(A) can't (C) haven't been able to
(B) couldn't (D) 'm not able to
6. She _____ better not arrive late. A B C D
(A) did (C) 'd
(B) has (D) would
7. —Do you mind if I borrow a chair?
—_____ Do you need only one? A B C D
(A) I'm sorry. (C) Yes, I do.
(B) Not at all. (D) Yes, I would.
8. Would you mind _____ me tomorrow? A B C D
(A) call (C) to call
(B) calling (D) if you call
9. I'd rather _____ the film. I hear it's very good. A B C D
(A) watch (C) watching
(B) to watch (D) not watch

10. You _____ miss the deadline or you'll have to pay a fine. A B C D
 (A) better not (C) 'd better not
 (B) 'd better (D) had no better
11. _____ take the train instead of the bus? It's faster. A B C D
 (A) How about (C) Why don't
 (B) Let's (D) Why not
12. Could my sister _____ to class with me tomorrow? A B C D
 (A) come (C) coming
 (B) comes (D) to come
13. I _____ have dessert. I'm trying to lose some weight. A B C D
 (A) 'd rather (C) 'd prefer
 (B) 'd rather not (D) 'd prefer not
14. Jamie prefers working at home _____ working in an office. A B C D
 (A) more (C) that
 (B) than (D) to

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A B C D

15. When I was ten, I could swim but I wasn't able dive. A B C D
 A B C D
16. Why don't we have dinner and then go and see *Possible Dreams*. A B C D
 A B C D
17. You drove for seven hours today so maybe you'd not better drive tonight. A B C D
 A B C D
18. Will you mind bringing your camera to the party tomorrow? A B C D
 A B C D
19. Dad, may Jim borrow the car tomorrow or does Mum need it? A B C D
 A B C D
20. I can't help you so maybe you should to ask Mary. A B C D
 A B C D
21. Should I bring flowers to Lisa's or should I giving her chocolates? A B C D
 A B C D
22. Maybe you ought than just bring flowers. A B C D
 A B C D
23. Sarah celebrated last year because she could win the race. A B C D
 A B C D
24. It's really late so let's we go out to dinner tonight. A B C D
 A B C D
25. Why would you rather stay at home to go out tonight? A B C D
 A B C D

UNIT 33

Necessity: Have (got) to and Must

CHECK POINT

Tick the correct answer.

Using a seat belt is:

- ☐ a requirement
☐ a choice



You **must fasten** your seat belt.
It's the law.

CHART CHECK 1

Circle T (True) or F (False).

T F We use **have got to** in affirmative and negative statements.

AFFIRMATIVE STATEMENTS: HAVE (GOT) TO

SUBJECT	HAVE TO/ HAVE GOT TO	BASE FORM OF VERB
I/We/You/They	have (got) to	go.
He/She/It	has (got) to	

CONTRACTIONS

Have got to = **'ve got to**

Has got to = **'s got to**

NEGATIVE STATEMENTS: HAVE TO

SUBJECT	DO NOT	HAVE TO	BASE FORM
I/We/You/They	don't	have to	go.
He/She/It	doesn't		

CHART CHECK 2

Tick the correct answer.

In questions with **have to**, what comes before the subject?

- ☐ a form of **do**
☐ a form of **have to**

YES/NO QUESTIONS: HAVE TO

Do	SUBJECT	HAVE TO	BASE FORM
Do	we	have to	go?
Does	he		

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you	do.	No,	you	don't.
	he	does.		he	doesn't.

STATEMENTS: MUST

SUBJECT	MUST* (NOT)	BASE FORM
I/He/She/It/We/You/They	must (not)	go.

CONTRACTION

must not = **mustn't**

*Must is a modal. It does not take -s in the third person singular.

EXPRESS CHECK

Complete this conversation. Use one word for each blank.

A: Why _____ she _____ wear her seat belt?

B: It's the law. Everyone _____ wear a seat belt.

Grammar Explanations

Examples

1. Use **have to**, **have got to** and **must** to express necessity.

- a. **Have to** is the most common expression in everyday use.
- b. **Have got to** often expresses strong feelings in speaking and informal writing.
- c. **Must** is used in writing (forms, signs, notices).

Must is used in spoken English, when

- the speaker is in a position of power.
- there is urgent necessity.

► **BE CAREFUL!** **Don't have to** and **must not** have very different meanings. (See Unit 34.)

- Everyone **has to pass** a driving test before getting a driving licence.
- He's **got to drive** more slowly. I'm afraid he's going to have an accident.
- You **must stop** completely at a stop sign.
- Jamie, you **must clean** your room today.
(mother talking to her young child)
- You really **must talk** to your boss about a pay rise.
(friend talking to a friend)
- You **don't have to park** here.
(It isn't necessary to park here.)
- You **must not park** here.
(You can't park here. It's not allowed.)

2. Use the correct form of **have to** for all tenses and forms.

Use **have got to** and **must** only for the present or the future.

- After his accident, Gary **had to take** time off work. (past simple)
- Sheila **has had to wear** glasses since she was five years old. (present perfect)
- I'll **have to drive** tomorrow. (future)
- I've **got to wear** glasses all the time.
- Everyone **must take** an eye test tomorrow.

3. Use **have to** for most questions.
(We rarely use **have got to** or **must** for questions.)

- **Does** Paul **have to drive**?
- When **will** he **have to leave**?

1

IDENTIFY • Ben Leonard is moving from London to California. Read his telephone conversation with the Department of Motor Vehicles (DMV). Underline the words that talk about necessity.

DMV: Department of Motor Vehicles. May I help you?

BEN: I'm moving to the States soon. Will I have to get an American licence when I move?

DMV: Yes, you will. Residents must have an American licence.

BEN: When will I have to get my licence?

DMV: You have to replace your old licence ten days after you become a resident.

So come in and apply for your licence when you get here.

BEN: Do I have to take any tests to exchange my British licence for an American one?

DMV: Since you already have a British licence, you won't have to take the full driving test. You will only have to take the written test.

BEN: How about an eye test?

DMV: Oh, everyone has got to take an eye test.

BEN: OK. Thanks a lot. You've been very helpful.

2

COMPLETE • Read this conversation. Complete it with the correct form of **have to** or **have got to** and the verbs in brackets. Use **have got to** and give short answers whenever possible.

BEN: When do you have to use the car?
1. (use)

ANN: I 2. (pick up) Jim's football gear pretty soon. Why?
you still 3. (change) the oil?

BEN: No, 4. I did it early this morning. Oh, and I bought some film.

ANN: Oh, you 5. (not do) that. I bought three rolls yesterday.

BEN: We 6. (take) lots of pictures on the trip.
Jim still 7. (pack)?

ANN: No, 8. He's done his packing and gone to Sara's to say goodbye. Why?

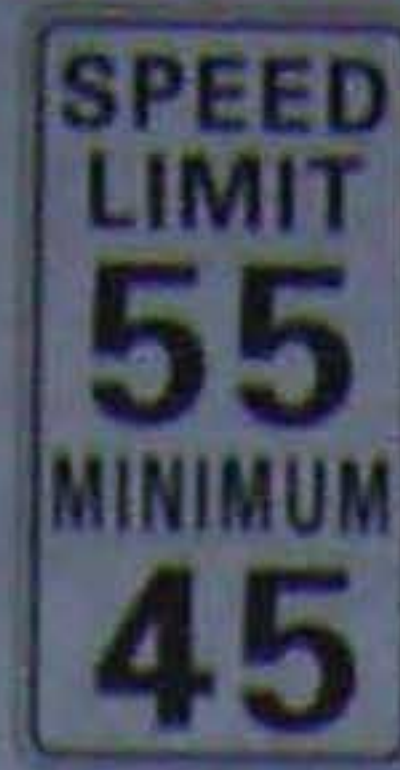
BEN: He 9. (help) me clean out the car. It's full of his stuff.

ANN: I'll call him again. It's difficult for him to leave his friends.

I 10. (call) him to come home twice already.

3

CHOOSE & COMPLETE • Look at these signs. Use the verbs from the box to complete the sentences about things you **must** do and **must not** do.



turn drive ride walk

1. You _____ must turn _____ left.
2. You _____ right.
3. You _____ over 40 mph.
4. You _____ over 55 mph.
5. Cyclists _____ on the left.
6. Pedestrians _____ on the left.

4

EDIT • Read Jim's letter to Sara. Find and correct seven mistakes in expressing necessity. The first mistake has already been corrected.

Dear Sara,

How are you doing? We've been here about six weeks. It's strange living in the United States.

There's no public transport, so you've ^{got}~~get~~ to drive everywhere. I had to signs up for driving lessons so I can get my licence by the summer. It's the law here that everyone musts wear a seat belt. I used to hate wearing a seat belt but with the traffic here, I have changed my mind. There are a lot of motorways and you've got know how to change lanes with a lot of fast traffic. Even my mum have had to get used to it. Dad works from home, so he hasn't has to do a lot of driving.

Have you beaten those computer games yet? I'm having a lot of trouble with 'Doom'. You got to write to me and tell me how to get past the fifth level!

Jim

UNIT 34

Choice: Don't have to No Choice: Must not and Can't



CHECK POINT

Check the correct answer.

The driver can choose to

- ☐ park on the zebra crossing. ☐ stop to ask for directions.

CHART CHECK 1

Tick the correct answer.

Which part of **do not have to** changes for different subjects?

- ☐ **do** ☐ **have**

DON'T HAVE TO

SUBJECT	DO NOT	HAVE TO	BASE FORM OF VERB	
I/We/You/They	don't	have to	stop	here.
He/She/It	doesn't		park	

CHART CHECK 2

Circle T (True) or F (False).

T F The form of **must not** and **can't** changes for different subjects.

MUST NOT

SUBJECT	MUST* NOT	BASE FORM	
I/He/She/It/We/You/They	must not	stop	here.

CAN'T

SUBJECT	CAN'T*	BASE FORM	
I/He/She/It/We/You/They	can't	stop	here.

*These words are modals. They do not take -s in the third person singular.

EXPRESS CHECK

Unscramble these words to form two sentences.

stop • He • have • here • to • doesn't

must • fast • You • not • drive • too

Grammar Explanations

Examples

1. **Have to** and **must** have similar meanings. They both express the idea that something is necessary or required.

Don't/Doesn't have to and **must not** have very different meanings.

- a. **Don't/Doesn't have to** expresses that something is not necessary. It means that there is another possibility. There is a **choice**.
- b. **Must not** expresses **prohibition**. It means that something is not allowed or is against the law. There is **no choice**.

- You **have to stop** at the stop sign.
- You **must stop** at the stop sign.

- You **don't have to drive**. I can do it.
- He **doesn't have to turn** here. He can turn at the next junction.
- You **must not use** the car without my permission.
- You **must not drive** without a licence. It's against the law.

2. **Must not** is used to express prohibition in writing, including official forms, signs and notices.

USAGE NOTE: In spoken English, we do not usually use *must not* when talking to or about another adult. We use **can't** instead.

Sometimes people use **must not** to tell a child that there is no choice in a situation.

- You **must not use** your hooter unnecessarily.
- We **can't park** here. There are double yellow lines.
- Jane, you **mustn't take off** your seat belt while the car is moving.

3. You can use **not have to** for all tenses and forms.

Must not refers only to the present or the future, not the past.

To refer to the past, use **had/didn't have to**.

To refer to the future, use **will/won't have to**.

- You **don't have to drive**. (*present simple*)
- She **won't have to renew** her driving licence next year. (*future*)
- We **haven't had to pay** a lot of parking fines this year. (*present perfect*)
- They **didn't have to take** a written test last year. Now it's compulsory. (*past simple*)
- Drivers **must not park** on double yellow lines.
- I **must not forget** to fill up with petrol tomorrow.
- I **didn't have to** take a driving test when I moved here ten years ago.
- You'll **have to** renew your driving licence next year.

1

IDENTIFY • Read this article. Underline the words that show that there is a choice about doing something. Circle the words that show that there is no choice.

A New Alternative to Car Ownership

New drivers are usually excited about their new freedom: 'My mum doesn't have to drive me everywhere any more! I don't have to ask my friends for lifts to school!' When you haven't got your own car yet, any price seems worth paying. But once you buy a car, you can't forget your car payments and insurance premiums or you won't be a driver for very long. You can't leave petrol and servicing out of the budget, either. Car sharing offers an alternative to these

problems, however. Members of car-sharing groups have a car when they need one for either short trips or holidays but they don't have the high expenses of ownership. They pay very little to use a shared car and they don't have to worry about servicing the car or paying the insurance. Fees for short trips are only about £5.00 an hour plus 50p per mile. Groups do not have strict requirements, either. Members must not have bad driving records or poor credit and they must not return the cars in bad condition or they will pay extra.

2

COMPLETE • Read this conversation. Complete it with **can't** or the correct form of **not have to** and the verb in brackets.

JIM: Austin doesn't have to sit in a child seat. Who do I have to? It's not fair.
1. (sit)

ANN: Jim, you really yell like that in the car. Your father needs to concentrate on driving. Ben, turn left for the restaurant.
2. (yell)

BEN: I turn left. It's a one-way street. I'll go round the block.
3. (turn)

ANN: There's the restaurant. Uh-oh. You park here. It's a bus stop.
4. (park)

BEN: Maybe I'll park in that car park. That way we worry about our stuff while we're eating. Remind me to buy some petrol after lunch.
5. (worry)

ANN: We get petrol, do we? The tank is still half full.
6. (get)

BEN: I know. But we buy petrol for a long time. I'm not sure the gauge is working.
7. (buy)

AUSTIN: You bring your bicycle into the restaurant, Jim! It's too big.
8. (bring)

JIM: Mum said it was OK. Anyway, I listen to you.
9. (listen)

3 **READ & COMPLETE** • Look at this sign at the hotel swimming pool. Complete each sentence with **must not** or **don't have to** and the correct form of the verb in brackets.



Swimming Pool Rules and Regulations

Pool Hours 10:00 a.m.–10:00 p.m.

Children under 12 years NOT ALLOWED in pool without an adult.

Towels available at front desk.

- ball playing
- radios
- NO** • diving
- glass bottles
- alcoholic beverages

1. Children under 12 years old _____ must not swim _____ without an adult.
(swim)
2. You _____ (bring) your own towel.
3. You _____ (play) ball in or around the pool.
4. You _____ (dive) into the pool.
5. Teenagers _____ (be) with an adult.
6. You _____ (leave) the pool at 8:00 p.m.

4 **EDIT** • Read Austin's postcard to his friend. Find and correct five mistakes in expressing necessity. The first mistake has already been corrected.



Holiday Hotel

Hi, Janet!

We got to the hotel late this evening because we got lost. But we were lucky – they kept our room so we didn't have to find another hotel. Jimmy is really happy because he don't have to go to bed until after 10:00, when the swimming pool closes. We mustn't leave until 11:00 tomorrow (checkout time) so we can stay up later. Plymouth is only four hours away so we won't had to drive the whole day tomorrow. It's going to be exciting. My parents say we absolutely must not to go to the beach by ourselves because there are sharks there. I'd love to see a shark (from a safe distance). I'll send a postcard of one.

Austin



To:

Janet Edwards
55 Amherst Lane
Harlow
Essex CM20 2EJ

UNIT 35

Expectations: *Be supposed to*



CHECK POINT

Tick the correct answers.

The best man is thinking about

- ☐ something he has forgotten to do.
- ☐ the usual way something is done at a wedding.

CHART CHECK

Circle T (True) or F (False).

T F You can use **be supposed to** in the present simple and past simple.

STATEMENTS

SUBJECT	BE	SUPPOSED TO	BASE FORM OF VERB	
I	am was			
He/She/It	is was	(not) supposed to	stand be	here.
We/You*/ They	are were			

SHORT FORMS

SUBJECT	BE	SUPPOSED TO	BASE FORM OF VERB	
I	'm (not) wasn't			
He/She/It	's (not) wasn't	supposed to	stand be	here.
We/You*/ They	're (not) weren't			

*You is both singular and plural.

YES/NO QUESTIONS

BE	SUBJECT	SUPPOSED TO	BASE FORM	
Am Was	I			
Is Was	he	supposed to	stand	here?
Are Were	you			

SHORT ANSWERS					
AFFIRMATIVE			NEGATIVE		
Yes,	you	are. were.	No,	you	aren't. weren't.
	he	is. was.		he	isn't. wasn't.
	I	am. was.		I	'm not. wasn't.

EXPRESS CHECK

Complete these sentences.

A: What _____ we supposed to wear yesterday?

B: Our suits. It _____ supposed to be a dress rehearsal.

A: Oops.

Grammar Explanations

Examples

1. Use **be supposed to** to talk about different kinds of expectation:

a. **rules** and **usual ways** of doing things

b. **predictions**

c. **hearsay** (what everyone says)

d. **plans** or **arrangements**

■ The groom **is supposed to arrive** at the ceremony early. It's a custom.

■ It's **not supposed to rain** tomorrow. I heard the weather forecast on the radio.

■ The beach **is supposed to be** beautiful in August. Everyone says so.

■ The ceremony **isn't supposed to begin** 'till noon.

2. Use **be supposed to** only in the **present simple** or in the **past simple**.

Use the **present simple** to refer to both the **present** and the **future**.

USAGE NOTE: The **past simple** often suggests that something did not happen.

■ The bride **is supposed to wear** white.

■ The ceremony **was supposed to begin** at 12:00.

■ It **wasn't supposed to rain**.

■ I'm **supposed to be** at the wedding rehearsal **tomorrow**.

NOT I will be supposed to be there tomorrow.

■ Carl **was supposed to bring** flowers **but** he forgot.

1

IDENTIFY • Read this article and underline the phrases that express expectations.**IT WASN'T SUPPOSED TO BE A BIG WEDDING**

19 JULY The Stricklands wanted a quiet wedding – that's why they went to the Isle of Skye, an island off the coast of Scotland. The island is quite small so the Stricklands packed their bikes for the ferry trip. The weather was supposed to be lovely and they had asked the Registrar to marry them on a hill overlooking the ocean.

'When we got there, we found a crowd of cyclists admiring the view,' laughed Beth.

When Bill kissed his bride, the cyclists burst into loud applause and rang their bicycle bells. 'We weren't supposed to have fifty wedding guests but we love cycling and we're not sorry,' Bill said.

While packing the next day, Beth left her wedding bouquet at the hotel. Minutes before the ferry was supposed to leave, Bill jumped on his bike, got the flowers and made it back to the ferry on time. 'Cyclists are supposed to stay fast and fit,' he said.

TRUE OR FALSE • Read the article again. Write T (True) or F (False) for each sentence.

- F 1. The Stricklands planned a big wedding.
2. The weather forecaster predicted rain.
3. The Stricklands invited fifty wedding guests.
4. There was a scheduled time for the ferry to leave.
5. People generally think that cyclists should be fit.

2

COMPLETE • Read these conversations. Complete them with a form of **be supposed to** and the verb in brackets. Give short answers. Choose affirmative or negative.

1. **A:** Nessie, Gary called while you were out.

B: Am I supposed to call him back?

A: No, you aren't . He'll call you this afternoon.

2. **A:** The bridal shop rang, too. They've delivered your wedding dress to your office.

 they that?

B: ! That's why I stayed at home today. They

 it here.

3. **A:** Come on, hurry up! The rehearsal in a few minutes.

B: We're the bridesmaids. Where we ?

4. A: Gary! You _____ here!
a. (be)
- B: Why not?
- A: You _____ Nessie until she gets to the church. It's bad luck.
b. (see)
5. A: Sophie, could I borrow your handkerchief, please? I _____ something old, something new, something borrowed and something blue. I haven't got anything borrowed.
a. (wear)
- B: It _____ today. Maybe I should lend you my umbrella instead.
b. (rain)
6. A: I hear Gary and Nessie are going to Egypt for their honeymoon.
- B: Oh, that _____ a really beautiful place.
a. (be)

3

EDIT • Read Sophie's letter to a friend. Find and correct six mistakes in the use of **be supposed to**. The first mistake has already been corrected.

Dear Katy,

I'm so sorry – I know I ^{was} ~~am~~ supposed to let you know about my plans to visit. I've been awfully busy. My friend Nessie is getting married soon and she's asked me to be her chief bridesmaid. She and Gary want a big wedding. They're supposed to have about two hundred guests. I've got a lot of responsibilities. I will be supposed to give Nessie a hen party before the wedding (that's a party where everyone brings presents for the bride). I am also suppose to help her choose the bridesmaids' dresses. The best man's name is Jim. He's going to help Gary get ready. I haven't met him yet but he's supposes to be very nice.

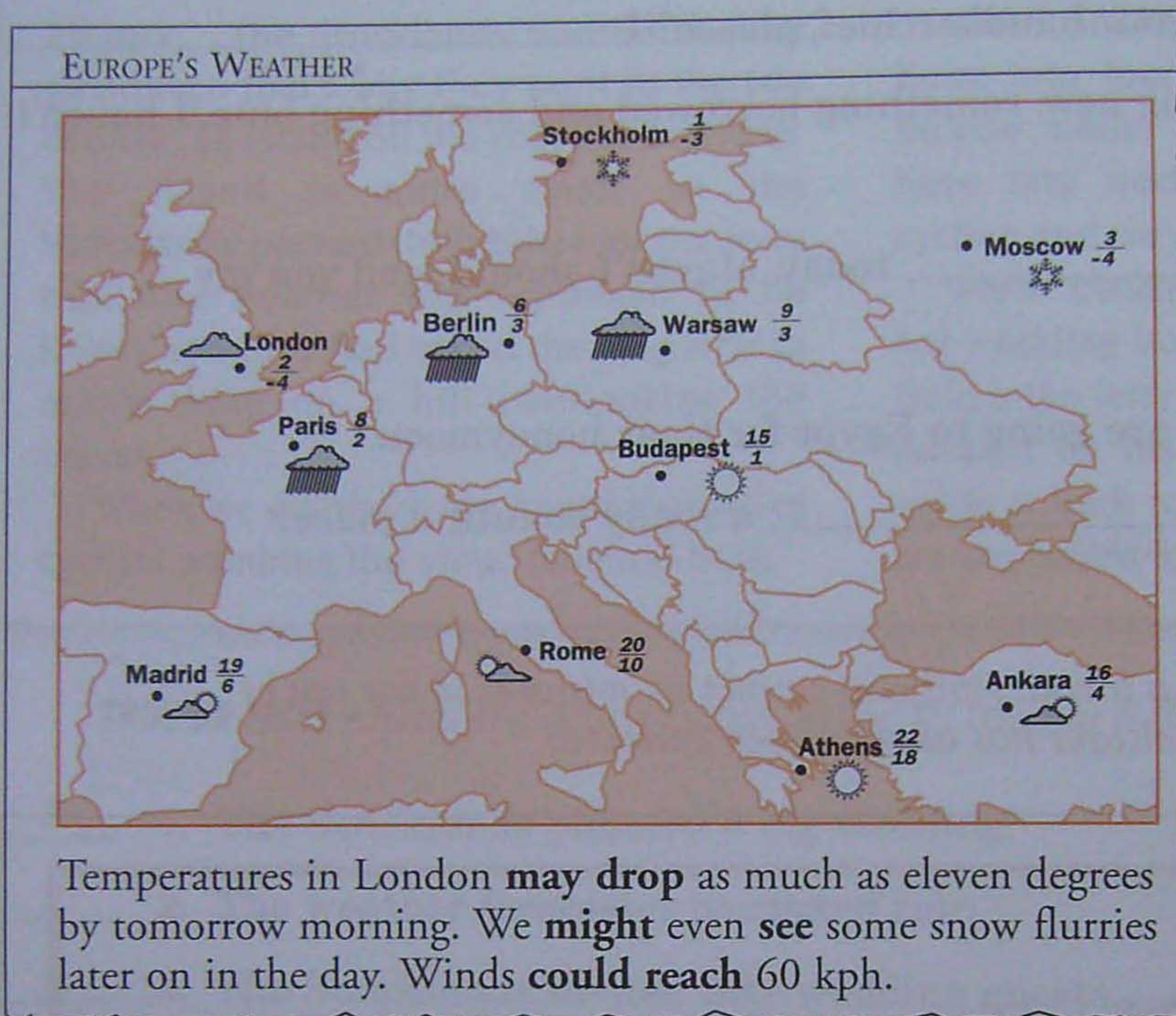
I'd better say goodbye now. I supposed to be at the rehearsal five minutes ago.

Love,
Sophie

P.S. About my visit—I'm supposing to get some time off in July. Would that be convenient?

UNIT 36

Future Possibility: May, Might, Could



CHECK POINT

Circle T (True) or F (False).

T F It's definitely going to snow in London tomorrow.

CHART CHECK 1

Circle T (True) or F (False).

T F **May, might** and **could** have only one form for all subjects.

STATEMENTS

SUBJECT	MAY/MIGHT/COULD*	BASE FORM OF VERB	
I/He/She/It/We/You/They	may (not) might (not) could	get	cold.

*These words are modals. They do not take -s in the third person singular.

CHART CHECK 2

Tick the correct answer.

When do you use **may, might** or **could** for future possibility?

- ☐ in questions
☐ in answers

YES/NO QUESTIONS

Are you going to fly to Paris?
Are you taking the train?

SHORT ANSWERS

I/We **may (not).**
might (not).
could.

WH- QUESTIONS

When are you **going** to Paris?
How long will you **be** there?

ANSWERS

I/We	may	go	tomorrow.
	might	be	there a week.
	could		

EXPRESS CHECK

Complete this conversation with **might** or **might not**.

A: Are you going home after this lecture?

B: I _____. It's possible. Why?

A: I _____ call you about the assignment. I don't understand it.

B: Maybe you should call Jean instead. I _____ understand it either.

Grammar Explanations

1. Use **may**, **might** and **could** to talk about future possibility.

► **BE CAREFUL!** Notice the difference between **may be** and **maybe**. Both express possibility.

May be is a modal + verb. It is always two words.

Maybe is not a modal. It is an adverb. It is always one word and it comes at the beginning of the sentence.

Examples

- It **may be** windy later.
- It **might get** cold.
- It **could rain** tomorrow.

■ He **may be** late today.

■ **Maybe** he'll take the train.
NOT ~~He'll maybe take the train.~~

2. Use **may not** and **might not** to express the possibility that something will not happen.

► **BE CAREFUL!** We don't usually contract **might not** and we never contract **may not**.

■ There are a lot of clouds but it **might not rain**.

■ You **may not** need a coat.
NOT ~~You mayn't need a coat.~~

3. **Questions about possibility** are not usually formed with *may*, *might* or *could*. Instead, they are formed with the future (*will*, *be going to*, the present continuous) or phrases such as *Do you think . . . ?* or *Is it possible that . . . ?* It's the **answers to these questions** that often have **may**, **might** or **could**.

In short answers to yes/no questions, use **may**, **might** or **could** alone.

USAGE NOTE: If a form of **be** is the main verb, it is common to include **be** in the short answer.

A: When **will** it **start** snowing?

B: It **might start** around lunchtime.

A: **Are** you **going to drive** to work?

B: I **might take** the bus instead.

A: When **are** you **leaving**?

B: I **may leave** in about an hour or so.

A: Will your office close early for Christmas?

B: It **might**.

A: **Is** our train going to be late?

B: It **might be**.

1

IDENTIFY • Alice is a university student who works part time; Bill is her boyfriend. Read their conversation. Underline the words that express future possibility or impossibility.

ALICE: I've just heard that it may snow today. Are you going to drive to work?

BILL: No. I'll take the 7:30 train instead.

ALICE: I'll take the train with you. I've got some work to do in the library.

BILL: Great. Why don't you miss your afternoon class and have lunch with me, too?

ALICE: Oh, I couldn't do that. But let's meet at the station at 6:00 and go home together, OK?

BILL: I might have to work until 8:00 tonight. I'll call you and let you know.

ANSWER • What will Alice and Bill do together? Tick the appropriate box for each activity.

	Certain	Possible	Impossible
1. Take the train at 7:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have lunch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Meet at the station at 6:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

COMPLETE • Alice is graduating from university with a degree in Early Childhood Education. Complete this paragraph from her diary. Choose the appropriate words in brackets.

I _____ 'm going to _____ graduate in June but I still haven't got any plans. Some day-care centres employ students before they graduate so I

_____ apply for a job now. Or I

_____ apply to do a master's degree. I'm just not sure though - these past two years have been hard and I

_____ be ready to study for two more.

At least I am sure about my career. I _____

work with children. That's certain. I've made an appointment to discuss my plans with my tutor, Mrs Humphrey, tomorrow. I _____ talk

it over with her. She _____ have an idea about what to do.

3

DESCRIBE • Look at Alice's timetable for Monday. She's put a question mark (?) next to each item she isn't sure about. Write sentences about Alice's plans for Monday. Use **may** or **might** for things that are possible and **be going to** for things that are certain.

MONDAY

call Bill at 9:00

buy some stationery ?

go to meeting with Mrs Humphrey at 11:00

have coffee with Sue after lectures ?

go to work at 1:00

go shopping after work ?

take 7:00 train ?

pick up pizza

1. Alice is going to call Bill at 9:00.

2. She may buy some stationery.

3.

4.

5.

6.

7.

8.

4

EDIT • Read this student's report about El Niño. Find and correct eight mistakes in expressing future possibility. The first mistake has already been corrected.

Every few years, the ocean near Peru becomes warmer. Called El Niño, this variation in temperature ^{may}~~maybe~~ cause weather changes all over the world.

The west coasts of North and South America might to have heavy rains. On the other side of the Pacific, New Guinea might becomes very dry. Northern areas could have warmer, wetter winters and southern areas could become much colder. These weather changes affect plants and animals. Some fish mayn't survive in warmer waters. Droughts could causing crops to die and food may get very expensive. El Niño may happen every two years or it could not come for seven years. Will El Niños get worse in the future? They could be. Pollution holds heat in the air and it will increase the effects of El Niño but no one is sure yet.

UNIT 37

Deduction:

May, Might, Could, Must, Have (got) to, Can't



CHECK POINT

Tick the correct answer.

The famous detective, Sherlock Holmes, is

- ☐ guessing.
☐ talking about an obligation.

CHART CHECK 1

Circle T (True) or F (False).

T F The third person singular modal does not end in *-s*.

STATEMENTS

SUBJECT	MODAL	BASE FORM OF VERB	
I/He/She/It/We/You/They	may (not) might (not) could (not) must can't	be	right.
		work	there.

AFFIRMATIVE STATEMENTS: HAVE (GOT) TO

SUBJECT	HAVE (GOT) TO	BASE FORM	
I/We/You/They	have (got) to	be	right.
He/She/It	has (got) to	work	there.

CHART CHECK 2

Circle T (True) or F (False).

T F All modals of deduction are used in questions.

YES/NO QUESTIONS

COULD	SUBJECT	BASE FORM	
Could	he	work	there?

NOTE: For contractions with *could not* and *cannot*, see Appendix 24 on page 346.

SHORT ANSWERS

SUBJECT	MODAL/ HAVE (GOT) TO
He	must. may (not). might (not). could(n't). can't. has (got) to.

EXPRESS CHECK

Circle the correct words to complete this conversation.

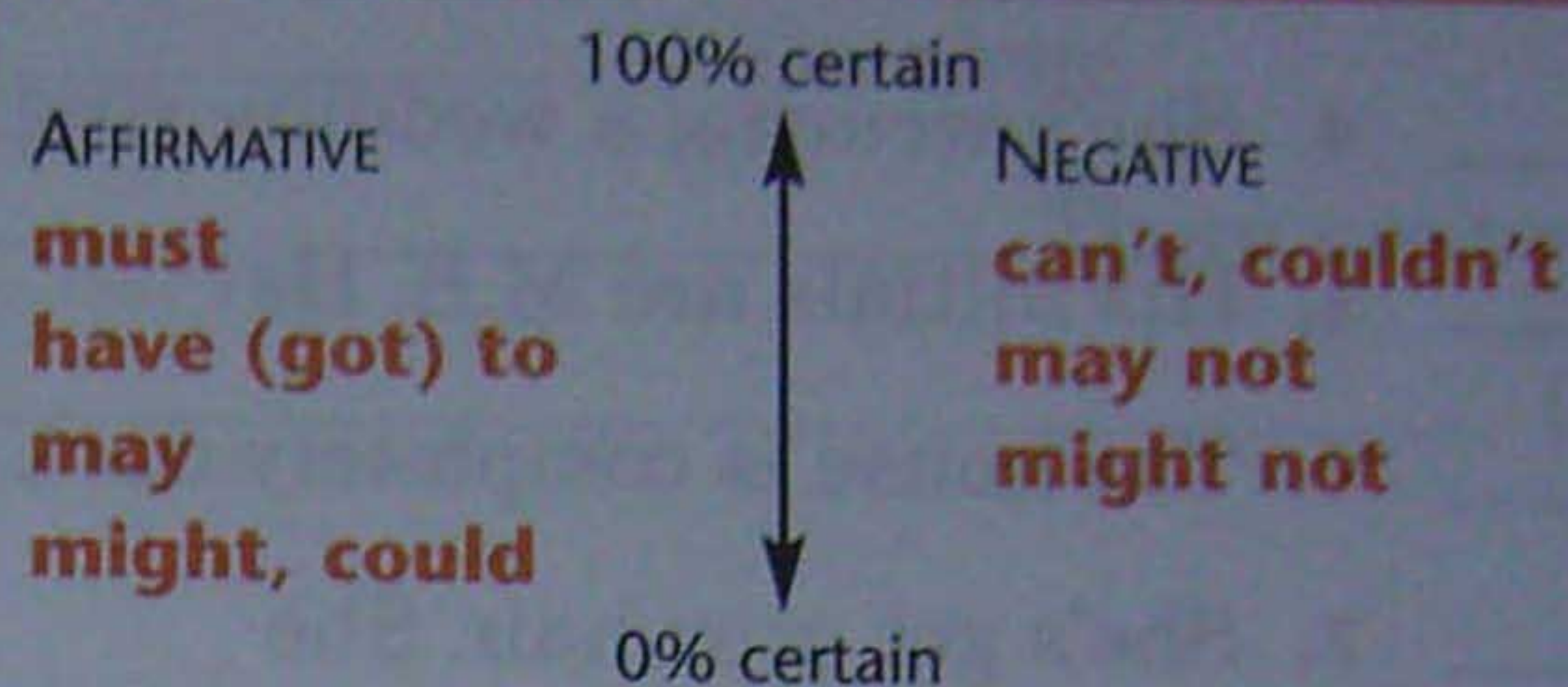
A: I heard a sound coming from the basement. What could / must it be?

B: I'm not sure. It can / can't be the dog. The dog's upstairs. It can / might be the cat.

Grammar Explanations

Examples

1. We often make **deductions** or 'best guesses', based on information we have about a present situation. The modal that we choose depends on how certain we are about our deduction.



2. When you are almost 100 per cent certain that something is **possible**, use **must**, **have to** or **have got to**.

USAGE NOTE: We use **have got to** in informal speech and writing and we usually contract it.

When you are less certain, use **may**, **might** or **could**.

Holmes is a brilliant detective.

DEDUCTION

■ He **must solve** a lot of crimes.

■ He's **got to be** a genius!

Watson knows a lot about medicine.

DEDUCTION

■ He **might be** a doctor.

3. When you are almost 100 per cent certain that something is **impossible**, use **can't** or **couldn't**.

Use **may not** or **might not** when you are less certain.

- **BE CAREFUL!** *Have to* and *have got to* are not used to make negative deductions.

■ He **can't be** a doctor! He's only sixteen!

■ He **may not know** about the plan. His boss doesn't tell him everything.

■ It **can't be** true!

NOT ~~It doesn't have to be true!~~

4. Use **could** in **questions**.

USAGE NOTE: We rarely use **might** and we never use **may** in questions about possibility.

■ Someone's coming. Who **could** it be?

■ **Could** she have gone home?

RARE: **Might** he be at home?

NOT ~~May he be at home?~~

5. In **short answers**, use a modal alone or with a form of **do**.

Use **be** in short answers to questions that include a form of **be**.

A: **Could** Ann know Marie?

B: She **must do**. They're neighbours.

A: **Is** Ron still with National Bank?

B: I'm not sure. He **might not be**.

1

MATCH • Each fact goes with a deduction. Match each fact with the correct deduction.

Fact

- f 1. Her last name is Lemont. She
 2. He's only thirteen. He
 3. Her eyes are red. She
 4. She's wearing a wedding ring. She
 5. His initials are M.B. He
 6. The house is completely dark. They
 7. She's got grey hair. She

Deduction

- a. can't be at home.
b. must be married.
c. has to be older than twenty.
d. can't be married.
e. might be tired.
f. may be French.
g. could be Marc Brunner.

2

CHOOSE • Look at the picture and circle the correct words to complete this conversation.

WATSON: Look! What's going on over there?

HOLMES: I don't know. It could / couldn't be
 some kind of delivery. ^{1.}

WATSON: At this hour? It can't / must be
 almost midnight! Nothing's
 open now. ^{2.}

HOLMES: Hmm. 27 Carlisle Street. That
can't / 's got to be the bank. ^{3.}

WATSON: It is the bank.

HOLMES: Can you see what that man is taking out of the carriage?

WATSON: It looks like a box. What do you suppose is in it?

HOLMES: I don't know but it seems heavy. It could / might not contain gold. ^{4.}

WATSON: Look at that man in front of the bank. Could / Must he be the bank manager? ^{5.}

HOLMES: He might / might be. ^{6.}

WATSON: But why are they making a delivery at this time? It can / can't
 be normal. ^{7.}

HOLMES: The manager might not / must want people to know about it. He
couldn't / may be worried about robbers. ^{8.}
^{9.}



3

COMPLETE • Read Sherlock Holmes's conversation with a murder suspect. Complete it with the words in brackets and a modal that shows the degree of certainty. (There may be more than one correct answer.)

HOLMES: You must be Gina Lemont.

1. **Almost certain** (You / be / Gina Lemont)

LEMONT: _____ Who wants to know?

2. **Possible** (I / be)

HOLMES: Sherlock Holmes. I can hear something in the next room.

LEMONT: _____ I'm alone.

3. **Possible** (It / be / the cat)

HOLMES: Alone? _____ There are two plates on the table. _____ that

4. **Almost certain** (You / eat a lot)

5. **Possible** (it / be)

you are mistaken?

LEMONT: No, _____ I was expecting someone but he didn't turn up.

6. **Impossible** (it / be)

HOLMES: Does your cat smoke? I can smell pipe tobacco.

LEMONT: _____

7. **Almost certain** (It / come / from your own pipe)

8. **Impossible** (There / be / any other explanation)

HOLMES: Oh, _____ May we have a look at this 'cat'?

9. **Possible** (there / be)

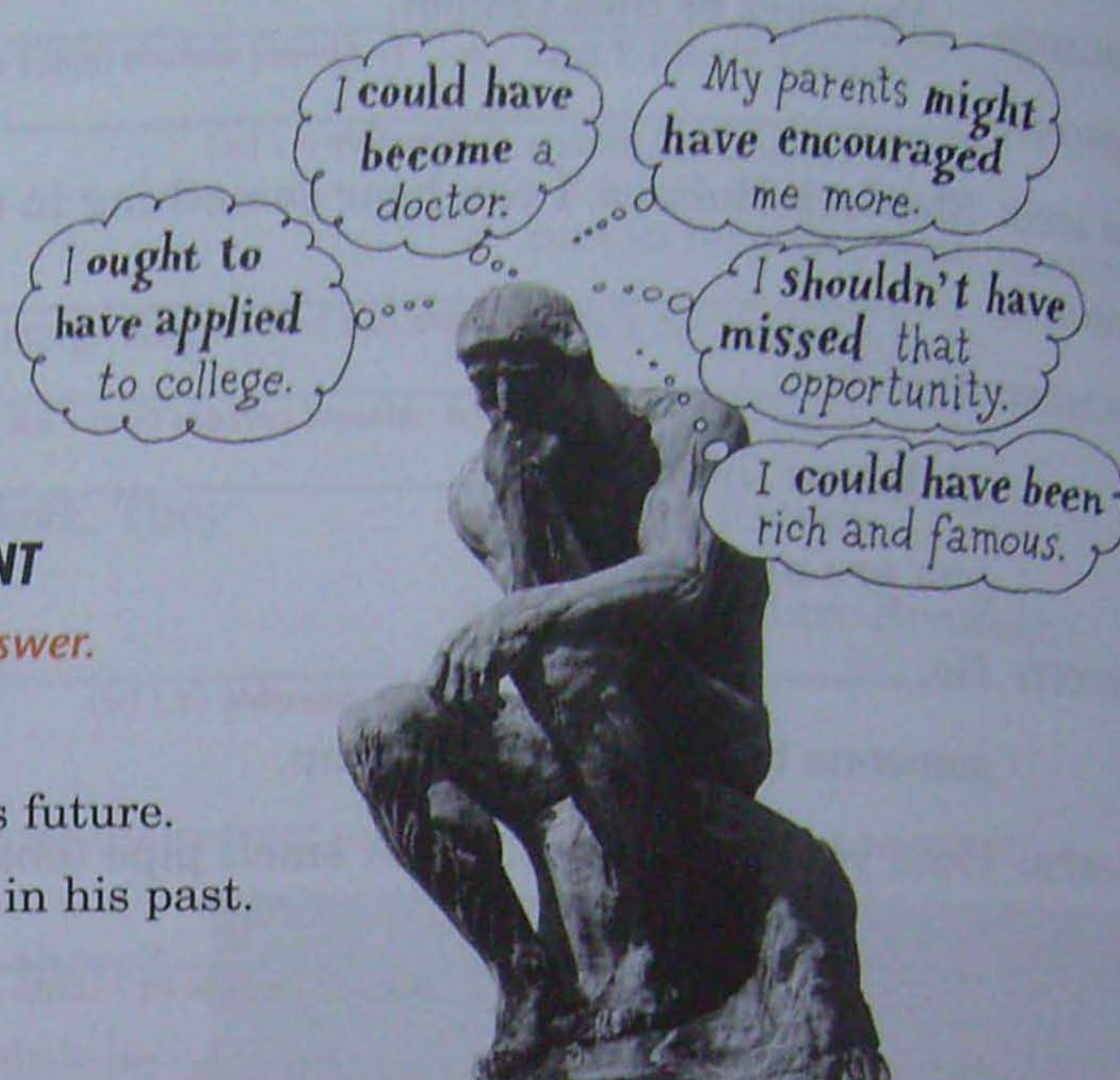
4

EDIT • Read this student's summary of a mystery novel. Find and correct six mistakes in expressing deductions. The first mistake has already been corrected.

The main character, Molly Smith, is a university professor. She is trying to find her dead grandparents' first home in Scotland. It may ^{be} ~~being~~ in a nearby town. The villagers there seem scared. They could be have a secret or they must just hate strangers. Molly has some old letters that might lead her to the place. They are in Gaelic but one of her students mights translate them for her. They got to be important because the author mentions them at the beginning of the novel. The letter must contain family secrets. Who is the bad guy? It couldn't be the student because he wants to help. It might to be the newspaper editor in the town.

UNIT 38

Expressing Regret about the Past



CHECK POINT

Tick the correct answer.

The man

- ☐ is planning his future.
☐ regrets things in his past.

CHART CHECK 1

Circle T (True) or F (False).

- T F** You can add **not** to all modals that express past regret.

STATEMENTS			
SUBJECT	MODAL	HAVE	PAST PARTICIPLE
I/He/She/We/You/They	should (not) (shouldn't) ought (not) to (oughtn't to) could might	have	applied.

CHART CHECK 2

Circle T (True) or F (False).

- T F** In questions and short answers, we usually only use **should have**.

YES/NO QUESTIONS			
SHOULD	SUBJECT	HAVE	PAST PARTICIPLE
Should	he	have	applied?

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, he should have.	No, he shouldn't have.

WH- QUESTIONS				
WH- WORD	SHOULD	SUBJECT	HAVE	PAST PARTICIPLE
When	should	he	have	applied?

CHART CHECK 3

Tick the correct answer.

Which words are NOT usually contracted?

- ☐ **should have**
☐ **could have**
☐ **ought to have**

CONTRACTIONS

should have	=	should've
could have	=	could've
might have	=	might've
should not have	=	shouldn't have

EXPRESS CHECK

Complete this conversation.

A: Should I _____ called you yesterday?

B: Yes, you _____. I waited all day for your call.

Grammar Explanations**Examples**

1. Use **should have**, **ought to have**, **could have** and **might have** to talk about things that were advisable in the past but didn't happen. These modals often express regret or blame.

- I **should've applied** to go to university.
(I didn't apply and I'm sorry.)
- I **ought to have taken** that job.
(I didn't take the job. That was a mistake.)
- She **could've gone** to a better university.
(She didn't go to a good university. Now she regrets her choice.)
- You **might've told** me.
(You didn't tell me. That was wrong.)

2. **Should not have** and **ought not to have** are the only forms used in negative statements. **Should not have** is more common.

Should have is the most common form used in questions.

- He **shouldn't have missed** the exam.
- He **ought not to have missed** the exam.
- **Should he have phoned** the lecturer?

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. I shouldn't have called him.
_____ T _____ I called him.
2. I should have told them what I thought.
_____ I didn't tell them. Now I'm sorry.
3. He might have warned us about it.
_____ He knew but he didn't tell us.
4. Felicia could have been a doctor.
_____ Felicia is a doctor.
5. I ought to have practised more.
_____ I didn't practise enough.
6. They shouldn't have lent him their car.
_____ They lent him their car.

2

COMPLETE • Read this extract from a magazine article. Complete it with the correct form of the words in brackets and a short answer. Choose between affirmative and negative.

Regrets . . .

It's not unusual to feel regret about things in the past that you think you

_____ **should have done** _____ and did not do – or the opposite, about things you did do and feel you _____. In fact, we learn by

thinking about past mistakes. For example, a student who fails a test learns that he or she _____ more and can improve on the

next test. Often, however, people spend too much time thinking about what they

_____ differently. Many regrets are simply not based in fact. A mother regrets missing a football game in which her son's leg was

injured. 'I _____,' she keeps telling herself.

'I _____ home. I _____ the injury. The coach _____ at least

_____ me as soon as it happened.' Did she *really* have the power to prevent her son's injury? _____ the

coach _____ her *before* looking at the injury? No, of course, he _____

_____. There is an Italian proverb that says, 'When the ship has sunk, everyone knows how they _____ it.'

It's easy to be wise about the past; the real challenge is to solve the problems you face at the moment.

3

REWRITE • Read Lisa's regrets. Rewrite them using the modals in brackets and choose between affirmative and negative.

1. I didn't go to university. Now I'm unhappy with my job.
(should) I should have gone to university.
2. I feel sick. I ate all the chocolate.
(should) _____
3. Christina didn't come round. She didn't even call.
(might) _____
4. I didn't have enough money to buy the shirt. Why didn't Ed offer to lend me some?
(could) _____
5. I jogged five miles yesterday and now I'm exhausted.
(should) _____
6. The supermarket charged me for the plastic bags. They used to be free.
(should) _____
7. I didn't invite Cynthia to the party. Now she's angry with me.
(ought to) _____
8. Yesterday was my birthday and my brother didn't send me a card. I'm hurt.
(might) _____

4

EDIT • Read this diary entry. Find and correct six mistakes in the use of modals. The first mistake has already been corrected.



15 December

About a week ago, Jennifer was late for work again and Doug, our boss, told me he wanted to get rid of her. I was really upset. Of course, Jennifer shouldn't ^{have} ~~had~~ been late so often but he might has talked to her about the problem before he decided to let her go. Then he told me to make her job difficult for her so that she would resign. I just pretended I hadn't heard him. What a mistake! I ought have confronted him right away. Or I could at least have warned Jennifer. Anyway, Jennifer is still here but now I'm worried about my own job. Should I told Doug's boss? I wonder. Maybe I should handle things differently last week. The company should never has employed this man.

UNIT 39

Deduction in the Past

CHECK POINT

Check the correct answer.

The question under the photograph asks

- ☐ if it was possible that something happened.
- ☐ if people had permission to do something.



EASTER ISLAND: **Could** visitors from another planet **have built** these giant statues?

CHART CHECK 1

Circle T (True) or F (False).

T F The form of the modal does not change for different subjects.

STATEMENTS

SUBJECT	MODAL/ HAD TO	HAVE	PAST PARTICIPLE	
I/He/She/We/You/They	may (not) might (not) can't could (not) must had to	have	seen	the statues.

CHART CHECK 2

Tick the correct answer.

Which modal can be used in both questions and short answers for deductions about the past?

- ☐ can
- ☐ could
- ☐ might

YES/NO QUESTIONS: COULD

COULD	SUBJECT	HAVE	PAST PARTICIPLE
Could	he	have	seen aliens?

SHORT ANSWERS

SUBJECT	MODAL/ HAD TO	HAVE
He	may (not) might (not) can't could (not) must had to	have.

EXPRESS CHECK

Circle the correct words to complete these sentences.

Could they carved / have carved the statues? They might / might have.

Grammar Explanations

Examples

1. We often **make deductions** or 'best guesses', about past situations based on the facts that we have. The modal that we choose depends on how certain we are about our deductions.

AFFIRMATIVE must have had to have may have might have could have	100% certain ↑ ↓ 0% certain	NEGATIVE can't have couldn't have may not have might not have
--------------------------------------------------------------------------------------------------------------------	--------------------------------------	-------------------------------------------------------------------------------------------------------

2. When you are almost 100 per cent certain that something was **possible**, use **must have** or **had to have**.

When you are less certain, use **may have**, **might have** or **could have**.

The statues are very big.

DEDUCTION

- They **must have been** hard to move.

The islanders were able to carve the stone.

DEDUCTION

- The stone **may have been** quite soft.

3. When you are almost 100 per cent certain that something was **impossible**, use **can't have** or **couldn't have**.

Use **may not have** or **might not have** when you are less certain.

- **BE CAREFUL!** We do not usually use **had to have** for negative deductions.

- The islanders **couldn't have moved** the statues! They were too heavy.

- The islanders **might not have moved** the statues over land. They could have taken them by boat.

4. Use **could have** in **questions about possibility** or use questions without modals.

- **Could** the islanders **have moved** the statues?

OR

- Do you think they moved the statues?

5. Use **been** in **short answers** to questions that include a form of **be**.

Use only the **modal + have** in short answers to questions with other verbs.

- A: **Could** von Däniken **have been** wrong?

OR

Was he wrong?

- B: He certainly **could have been**.

- A: Did the islanders **work** on their own?

- B: They **could have**.

MATCH • Each fact goes with a deduction. Match each fact with the correct deduction about author Erich von Däniken.

	Fact	Deduction
<u>e</u>	1. The original title of <i>Chariots of the Gods?</i> was <i>Erinnerungen an die Zukunft</i> .	a. He must have travelled a lot.
_____	2. Von Däniken visited every place he described in his book.	b. They can't have believed his theories.
_____	3. In 1973, he wrote <i>In Search of Ancient Gods</i> .	c. He could have learnt about the subject on his own.
_____	4. He didn't have a degree in archaeology.	d. He must have made a lot of money.
_____	5. Von Däniken's books sold millions of copies.	e. He must have written it in German.
_____	6. As soon as von Däniken published his books, scientists attacked him.	f. He might have written other books, too.

2 **ANSWER** • Some archaeology students are asking questions in class. Use the modals in brackets to write short answers.

1. A: Do you think the people on Easter Island built the giant statues themselves?
B: They could have. They had the knowledge and the tools.
(could)
2. A: Were many people impressed by von Däniken's theories?
B: Yes, they must have been. His books were read all over the world.
(must)
3. A: Von Däniken says that many ancient artifacts show pictures of astronauts. Could these pictures have illustrated anything closer to Earth?
B: They may have. It's possible that the pictures show people dressed in local costumes.
(may)
4. A: Was von Däniken upset by all the criticism he received?
B: No, he might not have been. After all, it helped to sell his books.
(might not)
5. A: Do you think von Däniken helped increase general interest in archaeology?
B: Yes, he must have. Just look at the size of this class!
(must)

3

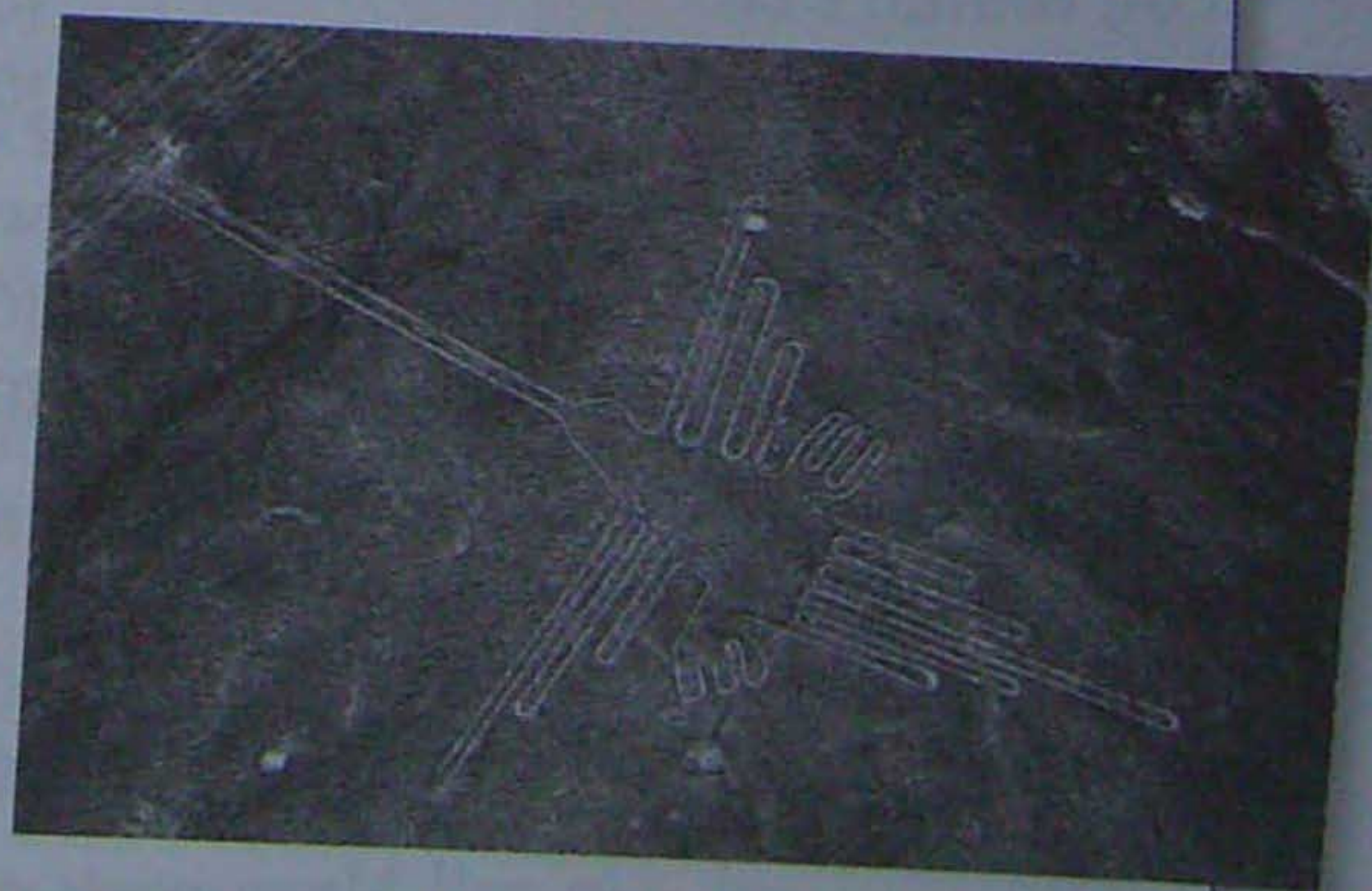
COMPLETE • Read part of a review of Erich von Däniken's book *Chariots of the Gods?* Complete it with the verbs in brackets.

Who could have made ^{1. (could / make)} the Easter Island statues? According to Erich von Däniken, our ancestors _____ ^{2. (could not / build)} these structures on their own because their cultures were too primitive. According to him, they _____ ^{3. (had to / get)} help from aliens. When he wrote his popular book, von Däniken _____ ^{4. (can't / know)} about the Easter Island experiments that proved that the ancient islanders _____ ^{5. (could / carve)} and _____ ^{6. (transport)} these statues without any help from alien visitors. Not only that, the island's population _____ ^{7. (might / be)} much larger than von Däniken believes. One scientist speculates that as many as 20,000 people _____ ^{8. (may / live)} on Easter Island – enough people to have done the job. Visitors from another planet? A more logical answer is to think that our ancestors _____ ^{9. (must / have)} great skill, intelligence and strength to create these wonderful things.

4

EDIT • Read part of a student's essay. Find and correct six mistakes in the use of modals for deductions about the past. The first mistake has already been corrected.

In 1927, Toribio Mexta Xesspe of Peru ^{have been} ~~be~~ very surprised to see lines in the shapes of huge animals on the ground below his aeroplane. Created by the ancient Nazca culture, these forms are too big to recognise from the ground. However, from about 200m in the air, the giant forms take shape. Without aeroplanes, how could an ancient culture ~~had~~ made them? What purpose could they have had? Author Erich von Däniken believes that the drawings might have mark a landing strip for the spacecraft of astronauts from another planet. Archaeologists, however, now believe that the ancient Nazcan civilisation might develop flight. They could built hot-air balloons and design the pictures from the air.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. —Wasn't that Malcolm in class?
—It _____. Malcolm left last week.
(A) couldn't (C) couldn't have been
(B) could have been (D) couldn't have
2. Frank watches all the United games. He _____ to be one of their biggest fans.
(A) must (C) couldn't
(B) has got (D) should have
3. Children under five years old _____ swim without an adult.
(A) don't have to (C) have to
(B) must not (D) are supposed to
4. Where _____ we supposed to go for the test tomorrow?
(A) do (C) will
(B) are (D) should
5. Bring your umbrella. It _____ later.
(A) might rain (C) couldn't rain
(B) rains (D) might have rained
6. —Will your plane be late this afternoon?
—It _____. The airport was closed this morning.
(A) couldn't be (C) maybe
(B) may be (D) will
7. You _____ told Mark. You knew it was a secret.
(A) should have (C) couldn't have
(B) might have (D) shouldn't have
8. They built this temple 3,000 years ago. This must _____.
(A) has been (C) was
(B) have been (D) not have been
9. John _____ to call Myra yesterday but he forgot.
(A) supposed (C) supposes
(B) is supposed (D) was supposed

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

10. 'Could Amy have been at home yesterday?'
'She _____. I really don't know.'
(A) could have been (C) had to have been
(B) might be (D) couldn't have
11. Chris _____ to clean up his room. It's a mess.
(A) have got (C) must
(B) has got (D) got
12. I failed the test. I _____ studied harder.
(A) should have (C) should
(B) must have (D) may
13. Lisa was in Oxford recently. She might _____ me to say hello!
(A) call (C) have called
(B) has called (D) be calling

A B C D

A B C D

A B C D

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A B C **D**

14. Tom didn't wave to me so he must have known I was here.
A B C D
15. We'd better hurry or the train might leaves without us.
A B C D
16. His English is excellent so he had to has studied hard.
A B C D
17. We ought to have look at more cars before we bought ours.
A B C D
18. You got get dressed because Sasha may be here soon.
A B C D
19. You have to fasten your seat belt now or you couldn't drive. It's the law.
A B C D
20. You don't have to drive faster than 40 kph or you might get a ticket.
A B C D
21. Hardy and Co must has gone out of business recently.
A B C D
22. It must rain tonight so I'd better stay home.
A B C D
23. Jason will be supposed to be there tomorrow but he can't attend.
A B C D
24. It must be almost 11:00 so we really has to leave now.
A B C D
25. You should had seen that film with us because it may not be here long.
A B C D

UNIT 40

Adjectives and Adverbs



CHECK POINT

Tick the correct answer.

The owner thinks the flat is:

- ☐ perfect
☐ warm and cosy

CHART CHECK

Circle T (True) or F (False).

- T F** Adverbs often come before nouns.
T F Adjectives often come after action verbs.
T F Adverbs often end in **-ly**.

ADJECTIVES

They are **quiet** tenants.
 There's a **fast** lift.
 The flat sounds **nice**.
 It's absolutely **perfect**.
 The flat felt **warm**.

ADVERBS

They work **quietly**.
 It moves **very fast**.
 She described it **nicely**.
 It's **absolutely** perfect.
 The owner greeted the tenants **warmly**.

EXPRESS CHECK

Complete these sentences with the correct form of **slow**.

- A:** There's a _____ lift. It moves very _____.
B: It's not _____. It just seems _____.

Grammar Explanations

Examples

1. Use **adjectives** to describe nouns or pronouns (for people, places and things).

Adjectives usually come immediately before the noun they describe.

Adjectives can also come after stative verbs such as *be*, *look*, *sound* or *seem*.

noun adjective pron. adjective
■ The **houses** are **beautiful**. **They** are **new**.

adjective noun
■ This is a **small flat**.

verb adjective
■ This flat **seems small**.

2. Use **adverbs** to describe verbs, adjectives and other adverbs.

Adverbs that describe adjectives and other adverbs usually come immediately before the word they describe.

verb adverb
■ They **furnished** it **nicely**.

adverb adjective
■ It's an **extremely nice** house.

adverb adverb
■ They found it **very quickly**.

3. Use **adverbs of manner** to describe action verbs. These adverbs often answer *How?* questions. They come after the verb they describe.

► **BE CAREFUL!** Do not put an adverb of manner between the verb and its direct object.

■ It'll **sell quickly**.
(Quickly describes how fast it will sell.)

verb direct object
■ She'll **rent** this flat **quickly**.
NOT ~~She'll rent quickly this flat.~~

4. **Adverbs of manner** are often formed by adding **-ly** to adjectives.

► **BE CAREFUL!** Some adjectives also end in **-ly**, for example, *silly*, *friendly*, *lovely* and *lonely*.

adjective
■ We need a **quick** decision.

adverb
■ You should decide **quickly**.

adjective
■ It's a **lovely** flat.

5. Some **common adverbs of manner** do not end in **-ly**.

a. The adverb form of *good* is **well**.

b. Some adverbs have the same form as their related adjectives, for example, **early**, **fast**, **wrong**, **late** and **hard**.

► **BE CAREFUL!** **Lately** is not the adverb form of *late*. *Lately* means 'recently'. **Hardly** is not the adverb form of *hard*. *Hardly* means 'almost not'.

adjective adverb
■ She's a **good** writer. She writes **well**.

ADJECTIVE	ADVERB
Bob was late .	Bob came late .
She's a hard worker.	She works hard .

■ She hasn't met any new people **lately**.

■ There's **hardly** enough time to prepare for her classes. Her part-time job takes up most of her time.

Check it out!

For a discussion of adverbs of frequency, see Unit 2, page 7.

1

IDENTIFY • Read this notice about a flat for rent. Underline the adjectives and circle the adverbs. Then draw an arrow from the adjective or adverb to the word it is describing.

FOR RENT

Students! Are you looking for a special place to live? Come to 140 Grant Street, Flat 4B. This flat is absolutely perfect for two serious students who are looking for a quiet neighbourhood, just 15 minutes from campus. This lovely flat is in a new building. It is a short walk to the bus stop. The bus goes directly into town. At night the bus hardly makes any stops at all. You can walk safely through the wonderful parks on your way home. The rent is very affordable. Call us on 020 551 6116. Don't delay! This flat will go fast.

2

COMPLETE • Many people went to see the flat described in the advert above. Complete their comments about the flat with the correct form of the words in brackets.

- I'm very interested. I think the flat is extremely nice.
(extreme / nice)
- I was expecting much bigger rooms. I was _____.
(terrible / disappointed)
- I thought the flat would be hard to find but it was _____.
(surprising / easy)
- I was happy to hear that the park is _____.
(extreme / safe)
- It's a great place and the price is reasonable. It will go _____.
(incredible / fast)
- The owner seems nice but she talks _____.
(awful / slow)
- The advert said it was quiet but I heard the neighbours _____.
(very / clear)
- I heard them, too. I thought their voices were _____.
(unusual / loud)
- All in all, it's an _____ place.
(exceptional / pleasant)

3 CHOOSE • Complete Maggie's letter with the correct word in brackets.

Dear Mum and Dad,

Life in London is very exciting ^{1. (exciting / excitingly)}. Paul and I weren't sure we'd like such a ^{2. (large / largely)} city but it's so interesting! Yesterday we saw a street musician. He played the violin so ^{3. (beautiful / beautifully)} we couldn't believe he wasn't in a big concert hall. You'd be surprised to see us. We walk ^{4. (happy / happily)} down the ^{5. (busy / busily)} streets and the noise doesn't bother us at all! I'm sending a photo of our flat. It looks ^{6. (nice / nicely)}, doesn't it? It's so ^{7. (quiet / quietly)} we can ^{8. (hard / hardly)} believe it's in London. Our next-door neighbour is very ^{9. (nice / nicely)}. At first she seemed ^{10. (shy / shyly)} but now we're ^{11. (good / well)} friends.

We hope you're both well. Please give our love to everyone and write soon.

Love,
Maggie




4 EDIT • Read this student's diary entry. Find and correct seven mistakes in the use of adjectives and adverbs. The first mistake has already been corrected.

funny
Some adverts for flats are so funnily! One advert described a place as 'warmly and cosy'. It was really hot and cramped but the owner insisted that it suited me perfect. I was trying very hardly not to laugh while he was describing it so I had to leave quickly. Another place I saw was supposed to be 'nice and neatly'. What a mess!! I left that place very fastly, too. I'm not asking for the moon! I only want a small place in a clean building with friendly neighbours. I'm looking at another place tomorrow. The advert says, 'Clean and bright. Small but convenient flat on lovely, quietly street'. I wonder what that really means!

UNIT 41

Participles used as Adjectives

NEW FRIENDS



Screen Name: newgal@XYZ.com
Age & Sex: 20 year old Female
Location: Cambridge
Looking for: Friends

Tired of doing things alone? Me too! 20-year-old university student, new to the area, is **interested** in meeting **interesting** people for friendship and fun.

CHECK POINT

Circle T (True) or F (False).

T F The writer of the advert says that she is an interesting person.

CHART CHECK

Circle T (True) or F (False).

T F There are two types of participles used as adjectives.

PARTICIPLES USED AS ADJECTIVES

-ING ADJECTIVES	-ED ADJECTIVES
He is boring . They had a boring date.	She is bored . They had a bored look on their faces.
She is amusing . They had an amusing date.	He is amused . They had an amused look on their faces.
The film was frightening . They saw a frightening film.	They were frightened . They had a frightened look on their faces.
The job is tiring . She's got a tiring job.	She's tired . She's got a tired look on her face.
The weekend was relaxing . He had a relaxing weekend.	He felt relaxed . He had a relaxed manner.

EXPRESS CHECK

Complete the chart.

-ING ADJECTIVES	-ED ADJECTIVES
exciting	
	interested
frightening	
	amused
tiring	

Grammar Explanations

1. **Participles used as adjectives** are adjectives that end with **-ing** or **-ed**. They usually describe feelings or reactions. The two forms have different meanings.

Examples

- A:** The last *Star Wars* film was **amazing**!
- B:** I know. I was **amazed** by the special effects.

2. **Participles used as adjectives** that end in **-ing** describe someone or something that **causes** a feeling or reaction.

- That actor is always **amusing**.
(He causes amusement.)
- These directions are **confusing**.
(They cause confusion.)

3. **Participles used as adjectives** that end in **-ed** describe someone who **experiences** a feeling or reaction.

- We were **amused** by that actor.
(We felt amusement.)
- I'm really **confused** by these directions.
(I feel confusion.)

4. To the right are some common pairs of **participles used as adjectives**.

annoying	annoyed
boring	bored
depressing	depressed
embarrassing	embarrassed
exciting	excited
frightening	frightened
relaxing	relaxed
shocking	shocked
surprising	surprised

Check it out!

For a list of common participles used as adjectives, see Appendix 11 on page 339.

1

IDENTIFY • Read this article. Underline all the **-ed** participles used as adjectives. Circle all the **-ing** participial adjectives.

14 • SECTION 4 • LIFESTYLES

Not Personal Enough?

In some countries, people who are interested in meeting others turn for help to personal ads in newspapers and magazines, and online. A surprising number of busy people view these ads as a practical way of increasing their social circle. 'I've tried hard to meet people on my own,' said one satisfied customer. 'I was new to the town

and wanted to make friends fast. The personals provided me with a quick way of meeting many interesting people in a short period of time.' Others are not so impressed. 'I think it's kind of depressing when people need to resort to placing ads to make friends,' observed one man. 'A friend of mine tried the ads several times and was really disappointed with the results. It's just not personal enough.'

2

CHOOSE • Read this conversation between Martin and Louise about their friend Alice. Circle the correct words to complete the conversation.

MARTIN: What's the matter with Alice?

LOUISE: Who knows? She's always annoyed / annoying about something.

1.

MARTIN: I know. I try to understand her but this time I'm really puzzled / puzzling.

2.

LOUISE: Really? What's so puzzled / puzzling this time?

3.

MARTIN: I thought she was happy. She met an interested / interesting guy last week.

4.

LOUISE: That's nice. Was she interested / interesting in him?

5.

MARTIN: I thought she was. She said they saw a fascinated / fascinating film together.

6.

LOUISE: Well, maybe she was fascinated / fascinating by the film but

7.

disappointed / disappointing with the guy.

8.

MARTIN: I don't know. It's hard to tell with Alice. Her moods are always very

surprised / surprising.

9.

LOUISE: I'm not surprised / surprising at all. That's just the way she is.

10.

3

COMPLETE • Read this conversation between Alice and her date, Jake. Complete it with the correct form of the words in brackets. Choose between **-ed** and **-ing** participles used as adjectives.

ALICE: That was a very interesting film. What did you think?
1. (interest)

JAKE: To be honest, I found it rather . I'm not that
2. (bore)
 in science fiction.
3. (interest)

ALICE: Really? I find it . What kind of films *do* you enjoy?
4. (fascinate)

JAKE: Mostly comedies. Have you seen *Home Again*?

ALICE: Yes, but I wasn't at all. In fact, I thought it was
5. (amuse)
 . The story line was and I couldn't
6. (horrify) 7. (confuse)
find any humour in the characters' problems. When I left the cinema, I felt
kind of .
8. (depress)

JAKE: I'm that you felt that way! I thought it was very
9. (amaze)
 .
10. (amuse)

ALICE: Well, I guess it's a matter of taste.

JAKE: Speaking of taste, would you like to get a bite to eat?

ALICE: Thanks, but it's late and I'm .
11. (exhaust)

4

EDIT • Read Alice's diary entry. Find and correct six mistakes in the use of participles used as adjectives. The first mistake has already been corrected.



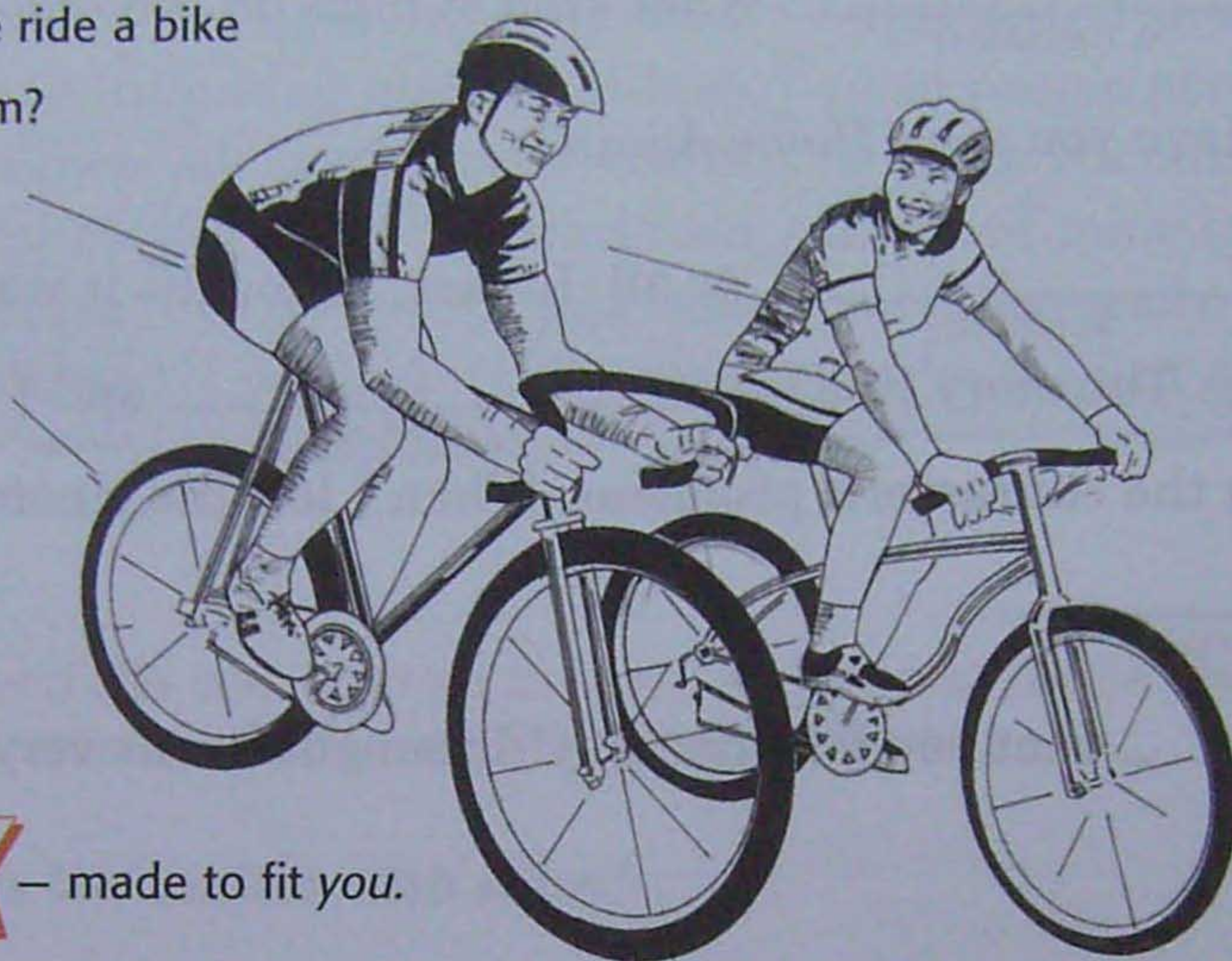
disappointed

Just got home. I'm ~~disappointing~~ with the evening. At first I thought Jake was an interested guy but tonight I felt somewhat bored with his company. We saw a very entertained film but Jake didn't like it. In fact, it seems like we have completely different tastes in things. After the film, I tried to make conversation but all I really wanted was to go home. So, I told him I was exhausting and didn't want to get home late. If he asks me out again – I'm not interesting. Trying to meet people can be very frustrated.

UNIT 42

Adjectives and Adverbs: As . . . as . . .

She cycles **as fast as** he does. She controls her bike just **as well**.
But her shoulders aren't **as wide** and her arms aren't **as long as** his.
Why should she ride a bike
designed for him?



TRAX – made to fit you.

CHECK POINT

Tick the things the boy
and girl have in common.

- ☐ cycling speed
- ☐ width of shoulders
- ☐ control of bike
- ☐ length of arms

CHART CHECK

Tick the correct
answers.

Which words are
always used in
comparisons with
as . . . as?

- ☐ **not**
- ☐ **a verb**
- ☐ an adjective or
an adverb

ADJECTIVES

	VERB* (NOT)	As	ADJECTIVE	As	
The girl	is isn't	as	fast	as	the boy.
She			good		he is.
Her bike			big		his.
The girl's bike			heavy		the boy's.

*Stative verbs like *be, look, seem*

ADVERBS

	VERB* (NOT)	As	ADVERB	As	
The girl	cycles doesn't cycle	as	fast	as	the boy.
She			well		he does.
Her bike			smoothly		his.
The girl's bike			consistently		the boy's.

*Action verbs

EXPRESS CHECK

Complete these sentences with **as ... as** and the words in brackets.

A: My old bike wasn't _____ (expensive) my new one. Of course, it didn't perform _____ (well) the new one.

B: And it didn't look _____ (good) the new one, either.

Grammar Explanations

1. You can use **as + adjective + as** to compare two people, places or things.

Use **as + adjective + as** to compare two people, places or things that are equal in some way. Use **just** to emphasise the equality.

Use **not as + adjective + as** to talk about two people, places or things that are different in some way.

Examples

- Trax bikes are **as expensive as** Gordos.
(The Trax bike costs a lot of money. The Gordo bike costs the same amount of money.)
- The Trax bike isn't **as light as** the Gordo, though.
(The two bikes are not the same weight.)
- This helmet is **as good as** yours.
- It's **just as expensive as** yours, too.
- The new adverts are **not as effective as** the old ones.
- They aren't **as funny as** the old ones, either.

2. You can also use **as + adverb + as** to compare two actions.

Use **as + adverb + as** to talk about two actions that are the same or equal. Use **just** to emphasise the equality.

Use **not as + adverb + as** to talk about two actions that are not the same or equal.

- He rides **as fast as** she does.
(They ride equally fast.)
- He doesn't ride **as safely as** she does, though.
(They don't ride the same way. She rides more safely than he does.)
- Kleen brightens **as thoroughly as** Brite.
- It removes stains **just as effectively as** Brite.
- Kleen doesn't clean **as well as** Brite.

3. You do not always have to mention both parts of a comparison. Sometimes the meaning is clear from the context.

- Trax and Gordo are both great bikes but Trax isn't **as light** (as Gordo).
- Jake and Christopher both ride fast but Christopher doesn't **ride as skilfully** (as Jake).

1

IDENTIFY • Read this article on washing powders. Underline all the comparisons with adjectives. Circle the comparisons with adverbs.

PRODUCT REVIEWS ♦ WASHING POWDERS

So you were riding the trails this weekend and you hit the dirt. Now your clothes look as bad as your bike. Never mind. They'll look as good as new next weekend. We checked out three major brands of powder and we can tell you which ones clean best and which ones don't remove trail stains as effectively as others.

Overall, Brite and Kleen aren't as expensive as Trend but they didn't perform as well, either. However, they were almost as good in particular categories. Trend removed both mud and grass stains effectively. Brite removed mud just as effectively as Trend but it didn't remove grass stains as well. Kleen was effective on grass stains but not on mud. Brite cleaned clothes as thoroughly as Kleen but again, Brite and Kleen weren't as good as Trend in this category. On the other hand, Brite came out on top in brightening. Colours washed in Kleen and Trend just didn't look as bright as the ones washed in Brite.

2

COMPLETE • Read these conversations. Complete them with (not) as . . . as . . . and the correct form of the words in brackets.

1. **THOMAS:** Does your new bike handle as comfortably as the old one?
a. (handle / comfortable)

DIANA: It's great. The handlebars are not as wide as and the brakes are not as hard as to reach. This bike was made for a small person like me.

2. **CHARLIE:** We need a name for this product. It should show that this washing powder is cleaner than the others but is not as friendly to the environment as.

EVA: I like 'GreenKleen'. It sounds better than other product names and it expresses the message more clearly than theirs, too.

3. **SAM:** The last group I cycled with was noisier than a herd of elephants. I prefer to cycle alone but I know it's dangerous.

JACK: Come cycling with me next weekend. I will pedal more quietly than a mouse, I promise.

3 COMPARE & COMPLETE • Read the chart comparing several models of bicycle. Complete the sentences with (not) as . . . as and the correct form of the words in brackets. Choose between affirmative and negative.

PRODUCT RATINGS ♦ BICYCLES							
KEY: BETTER ● → ◐ → ○ WORSE							
MODEL	PRICE	COMFORT	BRAKING SPEED, DRY GROUND	BRAKING SPEED, WET GROUND	GEAR CHANGING EASE	ON-ROAD HANDLING	OFF-ROAD HANDLING
Trax	£999	◐	●	◐	●	◐	●
Huff	£550	●	◐	●	◐	●	◐
Gordo	£225	◐	○	○	◐	◐	○

- The Gordo doesn't stop as quickly as the Trax and the Huff.
(stop / quick)
- On wet ground, the Huff stops more slowly than the Trax.
(stop / slow)
- The Gordo is more expensive than the Trax and the Huff.
(be / expensive)
- The Trax feels more comfortable than the Huff.
(feel / comfortable)
- The Trax is cheaper than either.
(be / cheap)
- Even the Gordo isn't as comfortable as the Trax.
(ride / comfortable)
- On the road, the Gordo handles less well than the Trax.
(handle / good)
- Off the road, the Gordo and the Huff handle less well than the Trax.
(handle / good)
- The Gordo's gears aren't as easy to change as the Huff's but
(be / easy to change)
- aren't as easy to change as the Trax's.
(be / easy to change)

4 EDIT • Read these forum postings. Find and correct six mistakes in the use of comparisons. The first mistake has already been corrected.

Mountain Bike Forum

RE: Not as many bruises!

Inexperienced cyclists should try the South Trail at Deerstalker Park. The scenery is just as beautiful but its cycle track isn't as unfriendly than the North Trail's. The slopes aren't as steep and you won't fall as frequent because there aren't as many rocks. It isn't as short like the North so you'll still get a good ride and you won't feel as discouraged at the end of the day.

RE: The (expensive) new Trax

Does anyone have any experience of this bike? I tested it in the shop car park and I'm not impressed. My old Trax changes gear as just easily and it handles as smoothly, too.

Of course, it's not as lightly but then it doesn't cost £999, either.

UNIT 43

Adjectives: Comparatives

CHECK POINT

Check the correct answer.

The new restaurant will be

- ☐ different from the old restaurant.
☐ the same as the old restaurant.



CHART CHECK

Circle T (True) or F (False).

T F The comparative adjective form always ends in **-er**.

T F You can use the same comparative adjective twice in a statement to show a change in a situation.

COMPARATIVES

	COMPARATIVE	THAN	
The new restaurant is	brighter better	than	the old one.
	more less comfortable beautiful		

REPEATED COMPARATIVES

	COMPARATIVE	AND	COMPARATIVE
The food is getting	better	and	better.
	worse		worse.
	more		more delicious.
	less		less interesting.

DOUBLE COMPARATIVES

THE	COMPARATIVE		THE	COMPARATIVE	
The	more crowded	the restaurant,	the	slower	the service.

EXPRESS CHECK

Complete this sentence.

Mo's is bigger and _____ popular _____ Val's.

Grammar Explanations

Examples

1. Use the **comparative** form of adjectives to focus on a difference between people, places and things.

- The new menu is **bigger than** the old menu.
- The new waiters are **more experienced than** the old waiters.

2. There is more than one way to **form the comparative of adjectives**.

- a. For one-syllable adjectives and two-syllable adjectives ending in -y, use **adjective + -er**.

► **BE CAREFUL!** There are often spelling changes when you add **-er**.

► **BE CAREFUL!** Some adjectives have irregular comparative forms.

- b. For most other adjectives of two or more syllables, use **more/less + adjective**.

- c. For some adjectives, use either **-er** or **more/less**.

ADJECTIVE	COMPARATIVE
bright	brighter
friendly	friendlier
nice	nicer
big	bigger
pretty	prettier
good	better
bad	worse
comfortable	more comfortable less comfortable

- The River Inn is **quieter** than Joe's.
- The River Inn is **more quiet** than Joe's.

3. Use the comparative **with than** when you mention the things you are comparing.

Use the comparative **without than** when it is clear which things you are comparing.

- The apple pie is **better than** the cake.
- The new desserts are **better**.
(The new desserts are better than the old desserts.)

4. Repeat the same comparative to talk about change – an increase or a decrease:

comparative adjective + and + comparative adjective

OR

more/less + and + more/less + adjective

- It's getting **harder and harder** to find an inexpensive restaurant.
- The prices of mobile phones are going **lower and lower**.
- It's getting **more and more difficult**.
(The difficulty is increasing.)
- Cars are becoming **less and less** expensive.

5. Use a double comparative to show cause and effect:

the + comparative adjective + the + comparative adjective

- **The shorter** the queue, **the faster** the service.
(When the queue is shorter, the service is faster.)
- **The more expensive** the restaurant, **the bigger** the bill.

Check it out!

For spelling rules for the comparative form of adjectives, see Appendix 22 on page 344.

For a list of irregular comparative adjectives, see Appendix 10 on page 339.

For a list of some adjectives that form the comparative in two ways, see Appendix 12 on page 339.

1

TRUE OR FALSE • Look at these two restaurant ads. Then read the statements below and decide if they are True (T) or False (F).

Luigi's Italian Restaurant

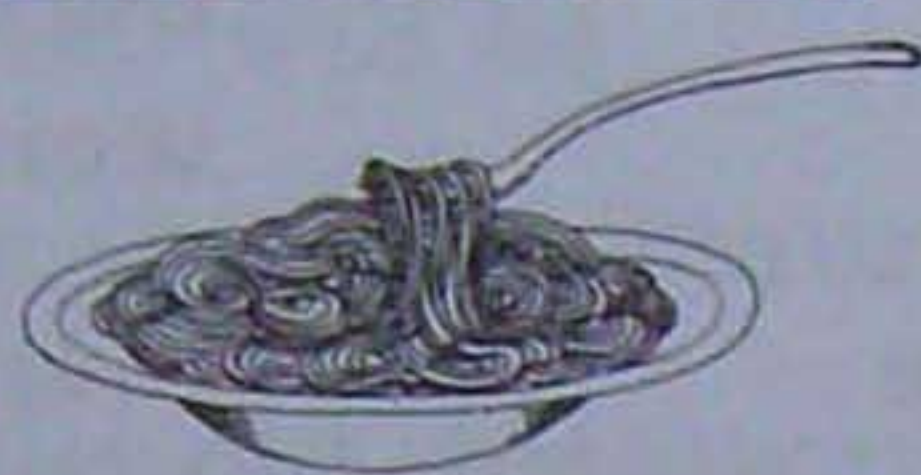
Family-style eating since 1990
Open Tuesday – Sunday, 12:00–9:00

EARLY-BIRD SPECIAL
(full dinner for £10.95 if ordered before 6:00)

No reservations necessary

No credit cards

87 High Street



Antonio's Ristorante Italiano

Established in 1990

Relaxed dining in a romantic atmosphere
open seven days a week – dinner only
reservations suggested

all credit cards accepted

12 Broad Street
one free drink with this ad



F

1. Luigi's is older than Antonio's.
2. Antonio's is more romantic than Luigi's.
3. Luigi's is probably less crowded.
4. Antonio's seems cheaper than Luigi's.
5. On Tuesdays, Luigi's has shorter business hours.

2

COMPARE & COMPLETE • Look at part of Luigi's menu. Then complete the comparisons. Use the comparative form of the words in brackets.

♥ Spaghetti Primavera (with lightly sautéed vegetables)	£6.95
🔥 Spaghetti Arrabbiata (with hot chilli peppers and tomatoes)	£7.50
Fettuccini Alfredo (with butter and cream)	£8.95
Linguine Aglio e Olio (with garlic and oil)	£5.60

♥ low fat, low salt 🔥 hot and spicy

1. The spaghetti primavera is cheaper than the spaghetti arrabbiata.
(cheap)
2. The linguine aglio e olio is less expensive than the fettuccini Alfredo.
(expensive)
3. The spaghetti arrabbiata is hotter and spicier than the linguine aglio e olio.
(hot) (spicy)
4. The fettuccini Alfredo is more expensive than the spaghetti primavera.
(fattening)
5. The spaghetti primavera is healthier than the fettuccini Alfredo.
(healthy)

3

COMPLETE • Read these comments about a restaurant. Complete them with the comparative form of the words in brackets to show cause and effect or a change.

1. A: I can't believe the size of this menu. It's going to take me forever to choose.
B: The longer the menu, the more difficult the choice.
(long) (difficult)
2. A: They say the food here is getting _____ and _____.
B: And _____ the food, _____ it is.
(good) (expensive)
3. A: The service seems a little slow tonight.
B: Yes, _____ the restaurant, _____ the service.
(popular) (slow)
4. A: The cigarette smoke here is getting _____ and _____.
B: _____ the room, _____ my cough gets.
(smoky) (bad)
5. A: It's pretty loud in here.
B: _____ the restaurant, _____ it is.
(crowded) (noisy)
6. A: They certainly give you a lot of food. I can't eat any more.
B: _____ the portions, _____ it is to finish.
(big) (hard)
7. A: Their desserts keep getting _____ and _____.
B: And I keep getting _____ and _____!
(delicious) (heavy)

4

EDIT • Read this restaurant review. Find and correct eight mistakes in the use of the comparative of adjectives. The first mistake has already been corrected.



Dining Out

BY BRUCE NEWHART

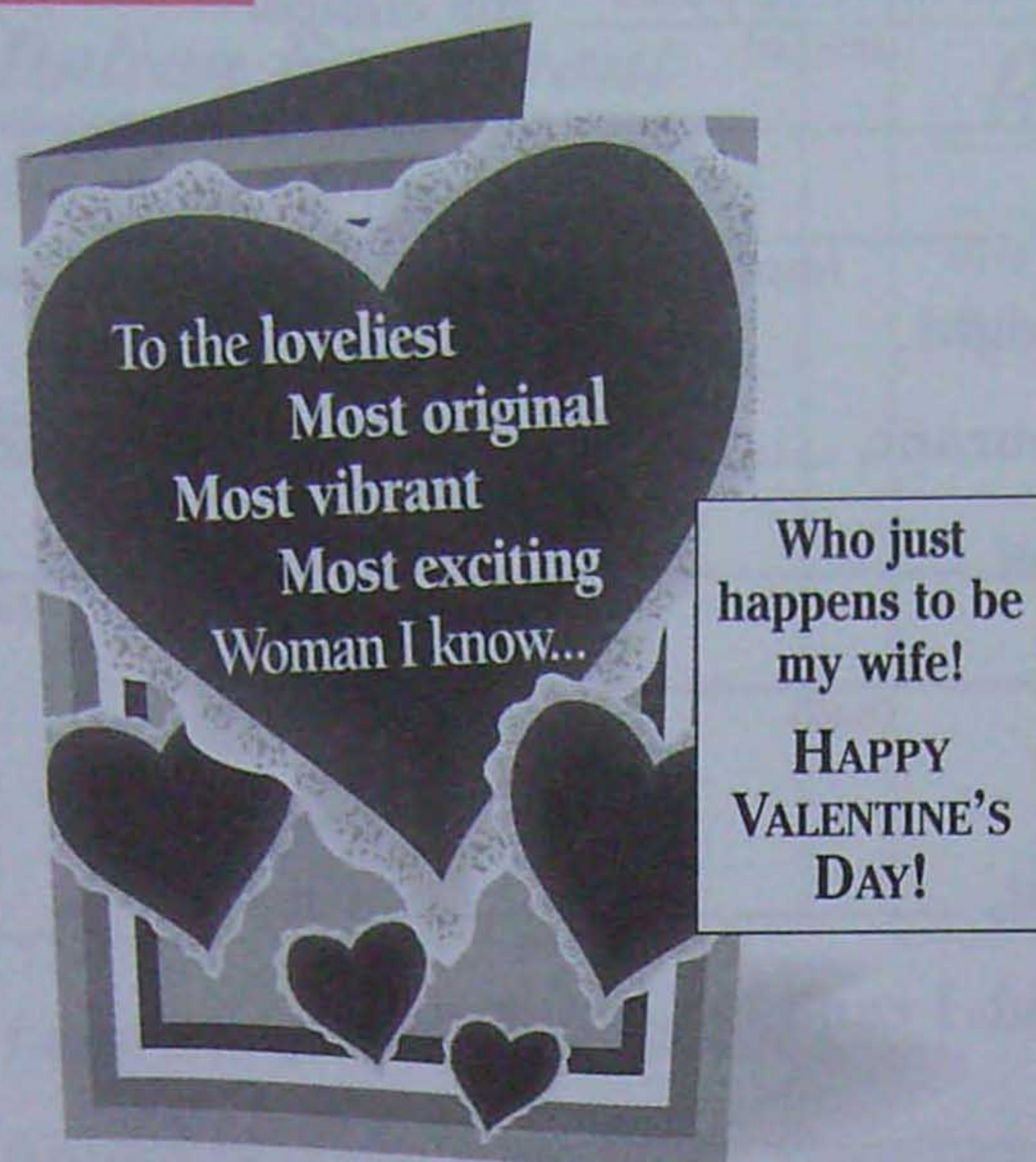
Pete's Place has just reopened under new management. The dining room looks bigger, ~~more bright~~ ^{brighter} and prettier as the old one. Although the food isn't better, it is just as good. The menu is more varied and less expensiver. Try one of their pasta dishes. You won't find a more fresher

tomato sauce in town. And leave room for dessert. They just keep getting good and better.

The waiters are friendly but not able to handle large numbers of people – the crowded the restaurant, the slower the service. At dinnertime, the queues outside this popular restaurant are getting longer and more long. Try lunchtime for a quieter and relaxeded meal.

UNIT 44

Adjectives: Superlatives



CHECK POINT

Tick the correct answer.

The sender of this card thinks his wife is very:

☐ typical

☐ special

NOTE: On Valentine's Day (14 February), many people send cards to special people in their lives to tell them how much they love them.

CHART CHECK

Tick the correct answers.

Which word always goes before the superlative form of the adjective?

☐ **a** or **an**

☐ **the** ☐ **most**

Which letters do you add to the end of a short adjective to form the superlative?

☐ **-er** ☐ **-est**

Which words do you add before a long adjective to form the superlative?

☐ **more** or **less**

☐ **most** or **least**

SUPERLATIVES

	SUPERLATIVE ADJECTIVE FORM	
You are	the sweetest the funniest the best the most wonderful the least selfish	person in the world.
That's	the nicest the loveliest the worst the most amusing the least original	card I've ever received.

EXPRESS CHECK

Complete the chart.

ADJECTIVE	SUPERLATIVE
nice	
beautiful	
warm	
happy	

Grammar Explanations

Examples

1. Use the **superlative** form of adjectives to single out people, places and things from other people, places and things.

- You are **the best** parents in the world.
- You are **the most wonderful** friend I've ever had.

2. There is more than one way to **form the superlative of adjectives**.

- a. For one-syllable adjectives, or two-syllable adjectives ending in -y, use **the + adjective + -est**.

- **BE CAREFUL!** There are often spelling changes when you add **-est**.

- **BE CAREFUL!** Some adjectives have irregular superlative forms.

- b. For most other adjectives of two or more syllables, use **the most/the least + adjective**.

- c. For some adjectives use either **the . . . -est** or **the most/the least**.

ADJECTIVE

bright
friendly

SUPERLATIVE

the brightest
the friendliest

nice
big
pretty

the nicest
the biggest
the prettiest

good
bad

the best
the worst

comfortable

the most comfortable
the least comfortable

- The third hotel was **the quietest**.
- The third hotel was **the most quiet**.

3. The superlative is often used **with expressions beginning with in or of**, such as *in the world* and *of all*.

- You're **the best** mother **in the world**.
- He's **the cleverest** one **of us all**.

4. The superlative is sometimes **followed by a clause**. Often the clause uses the present perfect with **ever**.

- That's **the nicest** card **I've ever received**.
- You have **the loveliest** smile **I've ever seen**.

Check it out!

For spelling rules for the superlative form of adjectives, see Appendix 22 on page 344.

For a list of irregular superlative adjectives, see Appendix 10 on page 339.

For a list of some adjectives that form the superlative in two ways, see Appendix 12 on page 339.

1

IDENTIFY • Read this Mother's Day card written by a young child. Underline all the superlative adjectives.



2

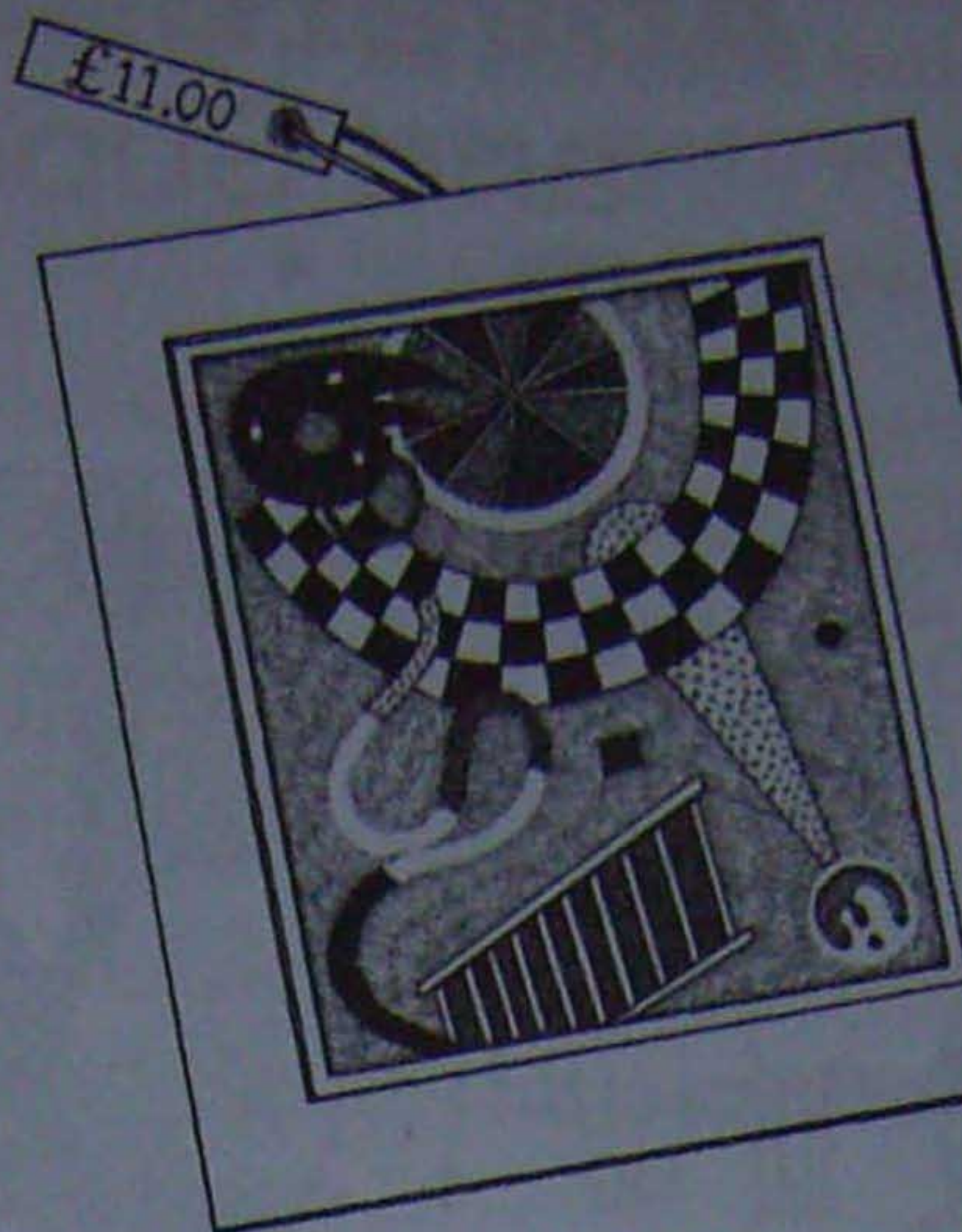
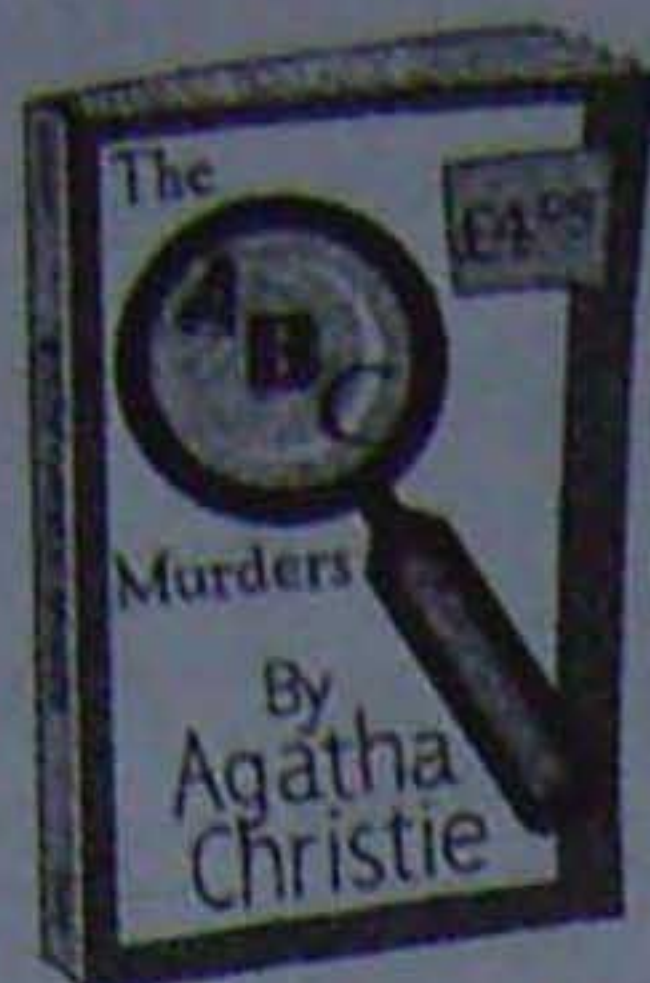
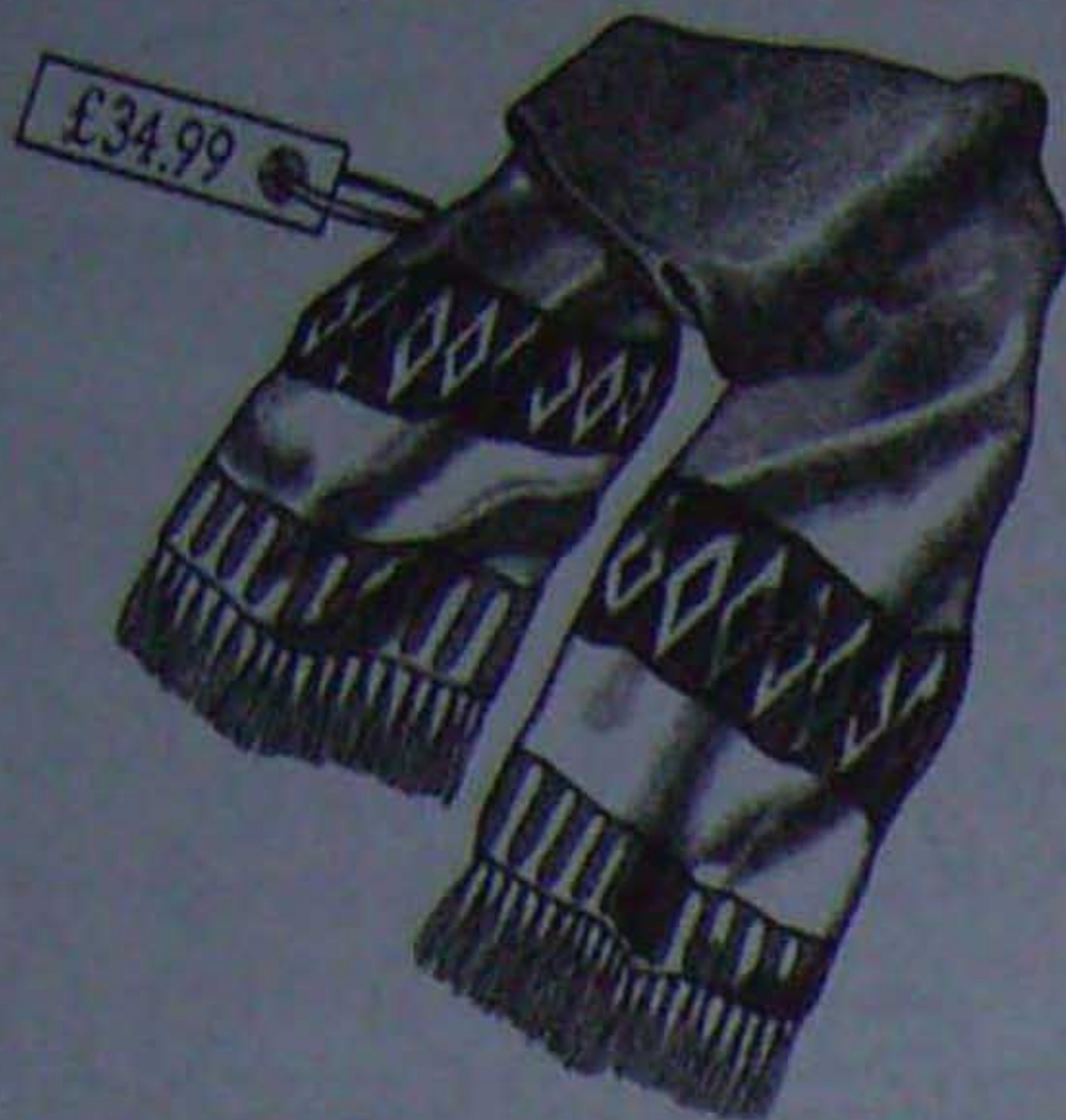
CHOOSE & COMPLETE • Read these sentences from Valentine's Day cards. Complete them with the superlative form of the adjectives in brackets and the expressions in the box.

of all in the school of my life in our family ~~in the world~~ of the year

1. You are so good to me. I am the luckiest person in the world.
(lucky)
2. The day we were married was _____ day _____.
(happy)
3. You are a terrific teacher. You are _____ teacher _____.
(good)
4. You make me feel warm even in _____ months _____.
(cold)
5. You are _____ cousin _____.
(nice)
6. Grandma, you are _____ person _____. Maybe that's why I love you the most.
(wise)

3

DESCRIBE • Look at these items. Write sentences about them. Use the superlative form of the words in brackets.



1. The book is the least expensive gift.
(expensive)
2. The painting _____
(unusual)
3. The painting _____
(practical)
4. The book _____
(small)
5. The painting _____
(big)
6. The scarf _____
(expensive)
7. The toy _____
(funny)

4

EDIT • Read this paragraph from a student's essay. Find and correct five mistakes in the use of superlative adjectives. The first mistake has already been corrected.

most serious
 Ramadan is the ~~serious~~ time in Muslim culture. During Ramadan, we do not eat from dawn to sunset. This is difficult for everyone but teenagers have the hardest time. Immediately after Ramadan is the Eid al-Fitr. This holiday lasts three days and it's the most happiest time of the year. On the morning of Eid, my family gets up early and goes to the mosque. After we've greeted our neighbours by saying 'Eid Mubarek' (Happy Eid), we go home. We eat the big breakfast you have ever seen. Our parents give us presents, usually new clothes and money. One year, Eid came round the time I graduated from university. That year, I got the most beautiful clothes and the fatter envelope of money of all the children in my family. Eid Mela is part of Eid al-Fitr. On that day, we all go to a big park. Last year at Eid Mela, I had the better time of my life. I met my old friends and we all ate junk food and showed off our new clothes.

UNIT 45

Adverbs: Comparatives and Superlatives



CHECK POINT

Circle T (True) or F (False).

T F Jordan improves every time he plays.

CHART CHECK

Tick the correct answer.

What do you add to long adverbs to form the comparative?

☐ **more** or **less**

☐ **-er** or **-est**

Which word do you always add to form the superlative?

☐ **most**

☐ **the**

COMPARATIVES

	COMPARATIVE ADVERB FORM		THAN	
Jordan played	harder better		than	Steve.
	more less	aggressively consistently		

SUPERLATIVES

	SUPERLATIVE ADVERB FORM		
He threw	the fastest the best		of anyone in the game.
	the most the least	accurately frequently	

EXPRESS CHECK

Circle the correct words to complete these sentences.

Sims threw faster than / of Jones. He played better / the best of all.

Grammar Explanations

Examples

1. Use the **comparative form of adverbs** to focus on differences between actions.

Use the comparative **without than** when it is clear which things you are comparing.

- The Bulls played **better than** the Lakers.
- Jordan played **more skilfully than** O'Neal.
- He played **less aggressively**, though.

2. Use the **superlative form of adverbs** to single out something about an action.

We often use the superlative **with expressions beginning with of**, such as *of any player*.

- Steve tried **the hardest**.
- He scored **the most frequently of any player** on the team.

3. There is more than one way to **form the comparative and superlative of adverbs**.

- a. For one-syllable adverbs, use **adverb + -er** or **the + adverb + -est**.

- **BE CAREFUL!** Some adverbs have irregular comparative and superlative forms.

- b. For most adverbs of two or more syllables, use **more/less + adverb** or **the most/the least + adverb**.

- c. Some adverbs use either **more/less** or **-er** and **the most/the least** or **the . . . -est**.

ADVERB	COMPARATIVE	SUPERLATIVE
fast	faster	the fastest
hard	harder	the hardest
well	better	the best
badly	worse	the worst
skilfully	more/less skilfully	the most/the least skilfully
quickly	more quickly quicker	the most quickly the quickest

4. Repeat the same comparative to talk about change – an increase or a decrease:

comparative adverb + **and** + **comparative adverb**

OR

more/less + and + more/less + adverb

- Steve is playing **better and better** as the season continues.
(*His performance keeps improving.*)
- He is shooting **more and more accurately**.
(*His shooting keeps getting more accurate.*)

5. Use a double comparative to show cause and effect:

the + comparative adverb + **the + comparative adverb**

- **The harder** he played, **the better** he performed.
(*When he played harder, his performance improved.*)
- **The more** you practise, **the better** you become.

Check it out!

For a list of irregular comparisons of adverbs, see Appendix 10 on page 339.

1

IDENTIFY • Read this feature story from the sports section of the newspaper. Underline all the comparative forms once. Underline all the superlative forms twice.

Section 3 Sports

Norwich Beat Stowe!

In the first football game of the season, Norwich beat Stowe, 6 goals to 3. The Stowe team played a truly fantastic game but its defence is still weak. Norwich defended the ball much more aggressively than the Stowe team did. Of course, Joe Jackson helped win the game for Norwich. Norwich's star player was back on the field today, to the delight of his many fans. He was badly hurt at the end of last season but he has recovered quickly. Although he didn't play as well as people expected, he still handled the ball like the old Joe. He certainly handled it the most

skillfully of anyone on the team. He controlled the ball the best, kicked the ball the furthest and ran the fastest of any of the players on either team. He played hard and helped the Norwich team look good. In fact, the harder he played, the better Norwich performed. Watch Joe this season.

And watch Stowe, too. They've got a new coach and they're training more seriously this year. I think we'll see them play better and better as the season progresses.

2

COMPLETE • Read this conversation between friends. Complete it with the comparative or superlative forms of the words in brackets. Add **the** and **than** where necessary.

BILLY: Did you hear about that new speed-reading course? It helps you read

_____ faster _____ and _____ 2. (well) _____.

MICHAEL: I don't believe it! The _____ 3. (fast) _____ you read, the

_____ 4. (little) _____ you understand.

BILLY: The advert says that after the course, you'll read ten times

_____ 5. (rapidly) _____ and understand five times more. And the best thing is that you won't have to work any _____ 6. (hard) _____.

MICHAEL: I'd like to see that. When I was at school, I read _____ 7. (slowly) _____ of any

student in my class but I also remembered details _____ 8. (clearly) _____

and _____ 9. (long) _____ of any of my classmates.

BILLY: Maybe you could read even _____ 10. (quickly) _____ that and still remember details. That way, you'd have more time to go to the gym.

MICHAEL: Did you read the course description properly?

BILLY: I read it _____ 11. (thoroughly) _____ I read most things.

3 CHOOSE & COMPLETE • Look at the chart. Then complete the sentences with the comparative or superlative form of the words in the box. You will use some words more than once.

far good fast bad slow high

ATHLETE	LONG JUMP	POLE VAULTING	5-MILE RUN
CLARKE	4.3 m	2.2 m	24 minutes
SMITH	4.2 m	2.1 m	28 minutes
ROGERS	4.6 m	2.3 m	30 minutes
DAVIES	4.7 m	2.5 m	22 minutes

- Clarke jumped _____ further than _____ Smith.
- Davies vaulted _____ the highest _____ of all.
- Rogers ran _____.
- Smith ran _____ Davies.
- Davies jumped _____.
- Clarke ran _____ Smith.
- Davies vaulted _____ Smith.
- All in all, Davies did _____.
- All in all, Smith did _____.



4 EDIT • Read this student's report about a basketball game. Find and correct seven mistakes in the use of adverbs. The first mistake has already been corrected.

Last night, I watched the Lakers and the Bulls. Both teams played more aggressively ^{than} I've ever seen them. In fact, they played the better of any game I've watched this season. In the first half, Michael Jordan sprained his left ankle and Shaquille O'Neal was out of the game because of fouls. But they still didn't start the second half any slower that the first. With Jordan out, Kukoc scored the most frequenter of any player. He's been playing more and more better as the season goes on. In fact, more he plays, the better he gets. The Bulls won by 97 to 88. The Lakers seemed to get tired at the end. They played little and less consistently as the game went on.

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. I've got _____ job in the world.

(A) a good

(B) best

(C) the best

(D) the better

A B C D

2. This apple pie smells _____!

(A) wonderful

(B) wonderfully

(C) more wonderfully

(D) the most wonderfully

A B C D

3. Our team didn't play _____ I expected. I was disappointed.

(A) as well as

(B) well

(C) as badly as

(D) better

A B C D

4. I passed my driving test. It seemed much _____ this time.

(A) easy

(B) easier

(C) easiest

(D) easily

A B C D

5. The faster Daniel walks, _____.

(A) more tired

(B) he gets tired

(C) the more tired he gets

(D) he gets more tired

A B C D

6. Could you talk _____? I'm trying to work.

(A) more quietly

(B) quieter than

(C) more quiet

(D) quiet

A B C D

7. Lisa is staying at home. Her cold is a lot _____ today.

(A) bad

(B) worse

(C) worst

(D) the worst

A B C D

8. Sorry we're late. Your house is much _____ than we thought.

(A) far

(B) the furthest

(C) further

(D) the further

A B C D

9. The film was so _____ that we couldn't sleep last night.

(A) excitingly

(B) excited

(C) excite

(D) exciting

A B C D

10. Chris is working very _____ these days.

(A) hardly

(B) hard

(C) harder

(D) hardest

A B C D

11. Write the report first. It's more important _____ your other work. **A B C D**
 (A) than (C) from
 (B) as (D) then
12. The lunch menu is very short. It's _____ than the dinner menu. **A B C D**
 (A) varied (C) less varied
 (B) more varied (D) the least varied
13. Thank you! That's _____ I've ever received. **A B C D**
 (A) the nicer gift (C) nicest gift
 (B) a nice gift (D) the nicest gift
14. It's getting more _____ to find a cheap flat. **A B C D**
 (A) hardly (C) the most difficult
 (B) and more difficult (D) and very difficult

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A B C D

15. The harder Sylvia tries, less she succeeds. **A B C D**
 A B C D
16. This has been the best day than my whole life! **A B C D**
 A B C D
17. We're always amazing by John's incredible travel stories. **A B C D**
 A B C D
18. We took a lot of photos because she was such a sweetly little baby. **A B C D**
 A B C D
19. Our new car is hard to drive than our old one. **A B C D**
 A B C D
20. Patrick doesn't run quickly as Lee but he can run further. **A B C D**
 A B C D
21. You did much more better in the last test than in this one. **A B C D**
 A B C D
22. What's the more popular of all the new TV shows? **A B C D**
 A B C D
23. The more I practise the piano, the most skilled I get. **A B C D**
 A B C D
24. The rubbish in the street is more disgusted than the potholes. **A B C D**
 A B C D
25. Today seems as hotter as yesterday but the humidity is lower. **A B C D**
 A B C D

UNIT 46

Gerunds: Subject and Object



CHECK POINT

Tick the correct answer.

What does the woman want to give up?

- ☐ cigarettes
☐ exercise

CHART CHECK

Tick the correct answer.

What does the gerund end with?

- ☐ -ed
☐ -ing

What goes before the gerund to make it negative?

- ☐ not
☐ don't or doesn't

GERUND AS SUBJECT

GERUND (SUBJECT)	VERB	OBJECT
Smoking	harms	your health.
Not smoking	makes	you healthier.

GERUND AS OBJECT

SUBJECT	VERB	GERUND (OBJECT)
You	should give up	smoking.
My doctor	suggests	not smoking.

EXPRESS CHECK

Complete this conversation with the correct form of the verb **drink**.
Use the affirmative or negative.

- A: _____ too much coffee isn't good for you.
B: I know. I gave up _____ coffee last year.
A: My doctor suggested _____ fizzy drinks, either.

Grammar Explanations

1. A **gerund** (base form of verb + **-ing**) is a verb that functions like a noun.

A gerund can be the **subject** of a sentence.

- **BE CAREFUL!** There are often spelling changes when you add **-ing** to the base form of the verb.

Notice that a gerund is always singular and is followed by the third person singular form of the verb.

- **BE CAREFUL!** Don't confuse a gerund with the continuous form of the verb.

Examples

- **Drinking** too much coffee is bad for your health.

- **Smoking** is also unhealthy.

smoke	smoking
jog	jogging

- **Eating** sweets **is** bad for your teeth.

- **Inhaling** smoke **gives** me bronchitis.

- gerund
■ **Drinking** coffee isn't healthy.

- continuous form
■ He **is drinking** coffee at the moment.

2. A **gerund** can also be the **object** of certain verbs.

To the right is a short list of verbs that can be followed by a gerund.

- I **enjoy exercising**.
■ I've **considered joining** a gym.

admit	miss
avoid	practise
consider	stop
deny	resent
enjoy	suggest
finish	(dis)like

3. There are many common expressions with **go + gerund**. These expressions usually describe activities, such as *shopping, fishing, skiing, swimming and camping*.

- We often **go swimming** in the lake.
■ Yesterday I **went shopping** for a new pair of running shoes.

Check it out!

For more complete lists of common verbs that can be followed by the gerund, see Appendix 3 on page 337 and Appendix 6 on page 338.

1

IDENTIFY • Read part of an article from a magazine. Underline the words ending in -ing that are gerunds.

YOUR HEALTH

SWIMMING is great exercise. It's healthy, fun and relaxing. Because swimming is a 'low-impact' sport, most people enjoy participating in this activity without fear of injury to their bones or muscles. Jogging, which is a 'high-impact' activity, can at times be harmful. I know

this from personal experience. Last year while I was jogging, I injured my right knee. I don't go jogging any more. After a painful month of recovery, I stopped running and switched to water sports. I'm now considering joining a swimming team and competing in races.

2

CHOOSE & COMPLETE • Read these statements about health issues. Complete them with the gerund form of the verbs in the box. Choose between affirmative and negative.

increase eat do walk drink ~~smoke~~ swim run go

1. Smoking is bad for your heart and lungs.
2. _____ too much fat and sugar is also unhealthy.
3. _____ enough water is bad for your general health.
4. Doctors suggest _____ the amount of fruit and vegetables in your diet.
5. Avoid _____ too many high-impact sports such as jogging and jumping.
6. Instead, consider _____ in a pool every day. It's an excellent low-impact activity.
7. Many health experts think that _____ is better than _____ because there is less stress on your body when your feet come into contact with the ground.
8. Some people are afraid of the doctor but _____ for regular checkups is a mistake.

SUMMARISE • Read each numbered statement. Complete the following summary using the appropriate verb from the box and the gerund form of the verb in brackets.

admit can't stand avoid consider deny ~~enjoy~~ go stop

- TOM:** Ann jogs but I don't really like that kind of exercise.

SUMMARY: Tom doesn't enjoy jogging (log)

2. MARTINA: Oh, no thanks. I don't smoke any more.

SUMMARY: Martina _____ (smoke)

3. CARL: I'm going to that new swimming pool. Would you like to come with me?

SUMMARY: Carl is going to _____ (swim)

4. **JIM:** I can smell smoke, too. But don't look at me! I didn't have a cigarette!

SUMMARY: Jim _____ (smoke)

5. **IZZY:** I know I should exercise but I don't want to. I guess you're right. I *am* lazy.

SUMMARY: Izzy _____ lazy.
(be)

6. **PHIL:** No, thanks. The cake looks great but I'm trying to stay away from sweet things.

SUMMARY: Phil _____ sweet things.
(eat)

7. VICKY: I'm not sure but I *may* go on holiday.

SUMMARY: Vicky _____ a holiday.
(take)

8. **MYLES:** Traffic jams are what I hate most about commuting.

SUMMARY: Myles _____ in traffic jams.
(be)

4 EDIT • Read Jim's notes. Find and correct nine mistakes in the use of the gerund. The first mistake has already been corrected.

SMOKING

WAYS I CAN GIVE UP ~~SMOKE~~ CIGARETTES

Choose an exact date to give up smoke.

stop smoking completely. (Cut down is harder than stopping all at once.)

Avoid to be around other smokers (at least at the beginning).

Start exercising daily. To exercise can reduce stress.

No drinking coffee may help, too.

Imagine been a non-smoker. Positive mental images can help.

Consider to join a support group.

Don't delay to ask for help. Call Dr Burns right away!

Keep trying and don't give up!

UNIT 47

Gerunds after Prepositions

GET INVOLVED!

Interested **in improving** life on campus?

Tired **of hearing** complaints and not **finding** solutions?

Join the Student Council!

Next Meeting: Mon. 25 March, 8:00 p.m., Main Auditorium

We look forward **to seeing** you there.

You CAN make a difference!



CHECK POINT

Circle T (True) or F (False).

The Student Council is looking for students who

T F want to make new friends.

T F want to improve life on campus.

T F like to complain.

CHART CHECK

Tick the correct answers.

What part of speech is the word **to** in **look forward to**?

- ☐ part of the infinitive
- ☐ a preposition

What form of the verb follows a preposition?

- ☐ the base form
- ☐ the gerund
- ☐ the infinitive

GERUNDS AFTER PREPOSITIONS

	PREPOSITION	GERUND	
Do you have ideas	for	improving	life on campus?
We're good	at	planning	ahead.
You can help	by	taking	notes.
She believes	in	compromising.	
Are you tired	of	hearing	complaints?
Let's work	instead of	complaining.	
They insist	on	coming	to the meeting.
I look forward	to	having to	study next summer.
She's interested	in	working with	other students.

EXPRESS CHECK

Complete this conversation with the correct form of the verb **join**.

A: Are you happy about _____ the Student Council?

B: Yes, I am. I'd been looking forward to _____ a group for a while.

Grammar Explanations**Examples**

1. A **preposition** is a word such as **about**, **against**, **at**, **by**, **for**, **in**, **instead of**, **of**, **on**, **to**, **with** and **without**. A preposition can be followed by a noun or a pronoun.

Because a **gerund** (base form of verb + **-ing**) acts as a noun, it can follow a preposition, too.

■ The council insists **on elections**.
noun

■ The council insists **on them**.
pronoun

■ The council insists **on voting**.
gerund

2. Many **common expressions** are made up of a verb or an adjective followed by a preposition.

These expressions can be followed by a gerund.

VERB + PREPOSITION
advise **against**
believe **in**
count **on**

ADJECTIVE + PREPOSITION
afraid **of**
bored **with**
excited **about**

- She's **counting on going** to university.
■ He **is bored with working** in a shop.

3. BE CAREFUL!

- a. In the **expressions** on the right, **to** is a preposition, not part of an infinitive form. For this reason it can be followed by the gerund.

- b. Do not confuse **used to + base form** of verb (for habits in the past) with **be/get used to + gerund** (meaning 'be/get accustomed to').

VERB + PREPOSITION
look forward **to**
object **to**
resort **to**

ADJECTIVE + PREPOSITION
accustomed **to**
opposed **to**
used **to**

- I'm **looking forward to seeing** you.
NOT ~~I'm looking forward to see you.~~
■ She's **used to** coming top in her class.
NOT ~~She's used to come top in her class.~~
■ I **used to take** the train.
(It was my habit to take the train but I no longer take the train.)
■ I'm **used to taking** the train.
(I'm accustomed to taking the train.)
■ I'm **getting used to taking** the train.
(I'm becoming accustomed to taking the train.)

Check it out!

For a list of common verb plus preposition combinations, see Appendix 7 on page 338.

For a list of common adjective plus preposition combinations, see Appendix 8 on page 338.

1

IDENTIFY • The Student Council wrote a letter to the Dean of the university. Read it and underline all the preposition + gerund combinations.

We, the members of the Student Council, would like to share with you the thoughts and concerns of the general student body. As you probably know, many students are complaining about life on campus. We are interested in meeting with you to discuss our ideas for dealing with these complaints.

We know that you are tired of hearing students complain and that you are not used to working with the Student Council. However, if you really believe in giving new ideas a try, we hope you will think about speaking to our representatives. We look forward to hearing from you soon.

2

CHOOSE & COMPLETE • Read these comments from the university newspaper. Complete the students' statements with the appropriate preposition from the box (you will use one of them several times) and the gerund form of the verb in brackets.

at on in to about for

1. I don't have any plans for the holidays but I'm not concerned about getting bored. I can always go for a walk or something. *Jim Clark*
(get)
2. What are my plans for the holidays? I'm very interested in listening to jazz. I'm going to go to the Spring Jazz Festival. *Lisa Smith*
(listen)
3. My friends and I are driving to Scotland. I'm excited to go but I'm nervous about driving at night. *Emily Latham*
(drive)
4. I'm really looking forward to staying at home and just relaxing. *Don Peters*
(stay)
(relax)
5. I'm driving to Wales. It's famous for having great scenery. *Ed Davies*
(have)
6. I love languages but I'm not good at learning them so I'm studying for my Japanese class over the break. *Claire Kaplan*
(learn)
7. My friends and I are going camping but my little brother insists on coming with us. A lot of fun that'll be! *Oscar Stephens*
(come)
8. My girlfriend is keen on reading and going to the cinema so I guess I'll read a lot and see a lot of films. *Tim Riley*
(read)
(go)

3

COMBINE • Read these pairs of sentences about student life. Combine them with the prepositions in brackets.

1. You can't walk on campus late at night. You have to worry about your safety.
 You can't walk on campus late at night without worrying about your safety.
2. We can make changes. We can tell the Dean about our concerns.

 _____ (by)
3. The Dean can help. He can listen to our concerns.

 _____ (by)
4. In some cases, students just complain. They don't make suggestions for improvements.

 _____ (instead of)
5. Students get annoyed with some lecturers. Some lecturers come late to class.

 _____ (for)
6. You can improve your work. Study regularly.

 _____ (by)

4

EDIT • Read this student's letter. Find and correct seven mistakes in the use of gerunds after prepositions. The first mistake has already been corrected.



Dear Brian,

I have been attending Bedford College for a year. I'm very happy ~~studying~~ about ~~study~~ here. At first, it was quite hard getting used to speak English all the time but now I feel very comfortable about communicate in my second language.

I've just joined an international student group and I'm excited with meeting new people. The summer break is coming and a few of us are planning on do some travelling together. Before to join this group, I used to spend holidays alone.

Please write. I look forward to hear from you!

K.

UNIT 48

Infinitives after Certain Verbs

Lifestyles Section 4

ASK ANNIE



Dear Annie,

A month ago I met this great woman, Megan, and I **asked** her to **marry** me straight-away. She says things are 'moving too fast' and she **wants me to think** about my proposal a bit longer. I've told her I **can't afford to wait** forever. Am I right? *Impatient*

CHECK POINT

Tick the correct answer.

- ☐ Megan wants more time to consider the marriage proposal.
- ☐ Megan thinks 'Impatient' should consider his proposal more.

CHART CHECK

Circle T (True) or F (False).

- T F The infinitive = base form + **to**.
- T F The negative infinitive = **not** + infinitive.
- T F All verbs need an object before the infinitive.

STATEMENTS: WITHOUT AN OBJECT

SUBJECT	VERB	(Not)	INFINITIVE	
They	decided agreed	(not)	to call to ask	Annie.

STATEMENTS: WITH AN OBJECT

SUBJECT	VERB	OBJECT	(Not)	INFINITIVE	
They	urged advised	John him	(not)	to call to ask	her.

STATEMENTS: WITH OR WITHOUT AN OBJECT

SUBJECT	VERB	(OBJECT)	INFINITIVE	
They	wanted needed	(John) (him)	to call to ask	her.

EXPRESS CHECK

Unscramble these words to form a sentence.

to • want • Annie • write • to • I _____

Grammar Explanations

Examples

1. Certain **verbs** can be followed by an **infinitive** (**to** + base form of the verb).

- I **want to get** married.
- I **asked Annie to help** me.

2. Some of these verbs are **immediately** followed by an **infinitive**.

The verbs on the right can be followed by an infinitive.

- He **decided to write** to Annie.
- He **hoped to get** a quick reply.

agree	plan
begin	refuse
fail	seem

3. Some verbs need an **object** (noun or pronoun) **before the infinitive**.

The verbs on the right need an object before the infinitive.

- object
- I **invited Mary to celebrate** with us.

- object
- I **reminded her to come**.

advise	tell
encourage	urge
order	warn

4. Some verbs can be followed by either:

- **an infinitive**
- OR
- **an object + infinitive**

The verbs on the right can be followed either by an infinitive or by an object + infinitive.

- He **wants to leave**. He's tired.
- OR
- He **wants you to leave**. You're tired.

ask	need
expect	want
help	would like

5. Form a **negative infinitive** by placing **not** before the infinitive.

- **BE CAREFUL!** A sentence with a negative infinitive can have a very different meaning from a sentence with a negative main verb.

- Lee remembered **not to call** after 5:00.
(Lee didn't call after 5:00.)
- Anna told me **not to go** to class.
(Anna: 'Don't go. The teacher is sick.')
- Jim told me **not to give up**.
(Jim: 'Don't give up.')
- Jim **didn't tell** me to give up.
(Jim didn't say I should give up.)

Check it out!

For a list of common verbs followed directly by the infinitive, see Appendix 4 on page 338.

For a list of verbs followed by objects and the infinitive, see Appendix 5 on page 338.

For a list of verbs that can be followed either directly by an infinitive or by an object + infinitive, see Appendix 5 on page 338.

1

IDENTIFY • Read Annie's response to 'Impatient'. Underline all the verb + infinitive and verb + object + infinitive combinations.

Lifestyles 17

Dear Impatient,

Slow down! You appear to be in too much of a hurry. You've only known this person for a month and yet you've asked her to marry you! What's the big rush? *Why* can't you afford to wait? Are you afraid that if she gets to know you better, she may decide not to tie the knot? I agree with your girlfriend. You need to consider things more carefully. You can't expect her (or yourself) to make such an important decision so quickly. If you don't want to regret a hasty decision, I advise you both to get to know each other better before you hurry to the altar.

Annie

2

COMPLETE • Read this article. Complete it with the correct form of the verbs in brackets. Use the present simple or the imperative form of the first verb.

Planning for Love

Most people make careful plans when they decide to have a holiday.
1. (decide / have)

Yet when they attempt to find a mate, they depend on luck.
2. (attempt / find)

Edward Driscoll, PhD, warns single people not to leave love to chance.
3. (warn / single people / not / leave)

He urges them to use his four-step plan when they search for a partner.
4. (urge / them / use)

Remember: When you fail to plan, you plan to fail.
5. (fail / plan) 6. (plan / fail)

STEP ONE: Make a list. What kind of person do you wish to meet?
7. (wish / meet)

Someone intelligent? Someone who loves sports? List everything.

STEP TWO: Make another list. What kind of person are you? Ask two friends to read your list and comment on it. The two lists should match.
8. (Ask / two friends / read)

STEP THREE: Increase your chances. Choose to participate in activities you like.
9. (Choose / participate)

STEP FOUR: Ask for introductions. Dr Driscoll advises people not to feel embarrassed to ask. Everyone wants to be a matchmaker!
10. (advise / people / not / feel)
11. (want / be)

3

SUMMARISE • Read each numbered statement. Complete the summary using the appropriate verb from the box followed by an infinitive or an object + infinitive.

agree remind would like ~~urge~~ invite need forget encourage

1. **ANNIE:** I really think you should take things more slowly, Mark.

SUMMARY: Annie urged Mark to take things more slowly.

2. **KAREN:** Tom, could you call me at 10:00?

SUMMARY: Karen _____

3. **CHRIS:** Emily, please remember to buy petrol today.

SUMMARY: Chris _____

4. **JOHN:** We're going out for coffee, Mel. Would you like to join us?

SUMMARY: John _____

5. **JASON:** OK, OK, Dad. I'll be home by 10:30 if that's what you want.

SUMMARY: Jason _____

6. **JEFF:** Oh, no! It's 4:15. I didn't go to the two o'clock staff meeting!

SUMMARY: Jeff _____

7. **MUM:** Come on, Lisa, don't be scared. Just try again.

SUMMARY: Lisa's mother _____

8. **TERRY:** I'm using the car tonight. I'm taking Sue to the cinema.

SUMMARY: Terry _____

4

EDIT • Read this entry from a diary. Find and correct seven mistakes in the use of infinitives after certain verbs. The first mistake has already been corrected.



to join
Annie advised me ~~joining~~ a club or take a class and I finally did it! I decided become
a member of the Outdoor Adventure Club and I went to my first meeting last night. I'm really
excited about it. The club is planning a hiking trip next weekend. I definitely want to go
rafting in the spring. At first I didn't want signing up but the leader was so nice.
He urged me to not miss this trip so I put my name on the list. After the meeting, a group
of people asked me to go out with them. We went to a coffee shop and talked for hours.
Well, I hoped make some friends when I joined this club but I didn't expect everyone being so
friendly. I'm glad Annie persuaded me no to give up.

UNIT 49

Infinitives after Certain Adjectives and Nouns



It's hard to find
good chips these days.

CHECK POINT

Check the correct answer.

- ☐ Finding good chips is difficult.
- ☐ The man hardly eats anything but chips.

CHART CHECK

Tick the correct answers.

The infinitive is formed with:

- ☐ **to** + base form of verb
- ☐ **to** + base form of verb + **-ing**

The infinitive follows:

- ☐ certain nouns and adjectives
- ☐ certain prepositions

INFINITIVES AFTER CERTAIN ADJECTIVES

	ADJECTIVE	INFINITIVE	
It's	hard	to find	nutritious fast food.
We're	eager	to hear	about the new restaurant.
He seemed	surprised	to find out	about the amount of fat in a burger.

INFINITIVES AFTER CERTAIN NOUNS

	NOUN	INFINITIVE	
It's	time	to go.	
That's a high	price	to pay.	
Does he have	permission	to stay	out late?

EXPRESS CHECK

Unscramble these words to form two sentences.

convenient • It's • eat • fast • food • to _____

pay • a • price • low • That's • to _____

Grammar Explanations

1. Certain **adjectives** can be followed by an **infinitive** (**to** + base form of the verb).

Many of these adjectives describe a feeling about the action in the infinitive.

Adjectives that express praise or blame are often followed by an infinitive.

Adjectives that show the order of actions are often followed by an infinitive.

Examples

adjective infinitive

- They were **eager to try** the new burger.
- She was **glad to hear** that it was low in calories.
- I was **wrong to leave**.
- They were **brave to tell** him.
- We were **last to order**.
- When the bill came, she was the **first to leave** the restaurant.

2. We often use **It's + adjective + infinitive**.

When the action in the infinitive is done by a person, we often use **of** or **for + noun/pronoun**.

It's + adjective + infinitive is often used to make general observations.

adjective infinitive

- **It's great to see** you again.
- It was **silly of Tom to leave**.
- It's **hard for us to get** there on time.
- **It's convenient to eat** fast food.
- **It's difficult** for students **to work** full time.

3. Certain **nouns** can be followed by an **infinitive**.

The **noun + infinitive** combination often expresses advisability or necessity.

noun infinitive

- It's **time to take** a break.
- I have the **right to eat** what I want.
- They made a **decision to lose** weight.
- It's a high **price to pay**.
- He's got **permission to stay** out late.
- Robin is the **person to ask** about that.
(You should ask Robin about that.)
- I have a **test to study** for.
(I must study for my test.)

Check it out!

For a list of common adjectives that can be followed by the infinitive, see Appendix 9 on page 338.

1

IDENTIFY • Read this questionnaire. Underline all the adjective + infinitive and noun + infinitive combinations. Write **A** over the adjectives and **N** over the nouns.

FAST-FOOD QUESTIONNAIRE

Please take a few ^Nminutes to complete this questionnaire about fast-food restaurants.

Tick (✓) all the answers that apply to you.

1. How often are you ^Alikely to eat at a fast-food restaurant?

☐ 1–3 times a week

☐ 4–6 times a week

☐ more than 6 times a week

☐ never

2. In your opinion, fast food is:

☐ good to eat

☐ a way to save time

☐ fun to order occasionally

☐ unhealthy to have every day

3. Which statement best describes your feelings about the cost of fast food?

☐ It's a high price to pay for convenience.

☐ You get a lot for not very much money.

4. Is it a good idea to include healthy choices in fast-food menus?

☐ Yes

☐ No

2

COMPLETE • Read these excerpts from letters to the editor of a university newspaper. Complete them with the correct form of the words in brackets.

Last year, I stopped eating in the cafeteria because the food was so bad and it was such a terrible place to have a meal. Yesterday, I went back for the first time. I was delighted to find *Burgers Unlimited* there. Fast foods are the best way to go! They're fun to eat and the cheerful atmosphere has made the cafeteria a pleasure to eat in. I'll be eating lunch there every day from now on. Jeff

It was a mistake to bring fast-food chains to the campus. It's outrageous to see the exact same restaurants everywhere you go. The food they serve isn't good to eat. It contains much too much sugar, salt and fat. For students, it's essential to have a healthy meal every day and it's difficult to go off campus to eat. We just don't have the time. Alice

3

CHOOSE & COMPLETE • Read these conversations between colleagues. Complete them with the words in brackets and the infinitive form of a verb from the box.

get cry hear keep work find decide wake up show ~~take~~

CHRIS: Hey, Dawn. I've got to talk to you. Have you got time to take
a break? 1. (time)

DAWN: Of course, Chris. What's wrong? You look like you're ready. 2. (ready)

CHRIS: Mr Kay's just asked me if I'd be willing from 4:00 p.m.
to midnight. 3. (willing)

DAWN: But lectures start early tomorrow! It's hard early
after working late. 4. (hard)

CHRIS: When I told him that, he said, 'I'm surprised that, Chris.
I thought you were eager a promotion to
shift manager.' 5. (surprised) 6. (eager)

DAWN: It's important your work up, too. Did he give you
time? 7. (important) 8. (time)

CHRIS: He just said, 'OK. I'll ask Steve. We'll give *him* the chance
his loyalty to the company.' 9. (chance)

DAWN: Fast-food jobs are easy. Don't worry! Just concentrate
on university. 10. (easy)

4

EDIT • Read Mr Kay's journal. Find and correct seven mistakes in the use of infinitives. The first mistake has already been corrected.



Tonight I made the decision ^{to ask} ~~asked~~ Chris to do the night shift. I really thought she was going to be glad for getting the offer. She has her own rent pay and I know it's hard for she to meet all her expenses. Looks like she was the wrong person I asked! The problem was, she wasn't willing to said Yes or No and I'm afraid I got a little impatient. It was wrong of me to threaten to ask Steve. I could tell that she was pretty upset to hear that. I'll think about giving her the promotion anyway. She deserves getting a break.

UNIT 50

Infinitives with *Too* and *Enough*



CHECK POINT

Circle T (True) or F (False).

- T F** The man's parents want the man to get them a drink of water.
- T F** The man wants his parents to get him a drink of water.

CHART CHECK

Tick the correct answer.

Which word comes before the adjective or adverb?

- ☐ **too**
- ☐ **enough**

INFINITIVES WITH TOO

	Too	ADJECTIVE/ ADVERB	(FOR + NOUN/ OBJECT PRONOUN)	INFINITIVE	
We're (not)		young	(for people)	to trust	us.
The teacher talked	too	quickly	(for me)	to take	notes.
It's (not)		hard	(for us)	to decide.	

INFINITIVES WITH ENOUGH

	ADJECTIVE/ ADVERB	Enough	(FOR + NOUN/ OBJECT PRONOUN)	INFINITIVE	
They're (not)	old		(for people)	to trust	them.
She hasn't come	often	enough	(for me)	to recognise	her.
It's (not)	easy		(for us)	to decide.	

EXPRESS CHECK

Unscramble these words to form two sentences.

vote • She's • to • young • too _____

to • enough • old • We're • work _____

Grammar Explanations

Examples

1. Use **too + adjective/adverb + infinitive** to give a reason.

- I'm **too young to drive**.
(I'm not seventeen yet so I can't drive.)
- She **isn't too young to drive**.
(She's over seventeen so she can drive.)
- She arrived **too late to take** the test.
(She arrived twenty minutes after the test started so she couldn't take the test.)
- She **didn't** arrive **too late to take** the test.
(She arrived only two minutes after the test started so she could still take the test.)

2. You can also use **adjective/adverb + enough + infinitive** to give a reason.

- I'm **old enough to go** into the army.
(I'm over eighteen so I can go into the army.)
- He **isn't old enough to go** into the army.
(He isn't eighteen yet so he can't go into the army.)
- I ran **fast enough to get** into the final.
(I ran very fast so I managed to get into the final.)
- She **didn't** run **fast enough to get** into the final.
(She didn't run very fast so she didn't manage to get into the final.)

3. Notice that you don't need to use the infinitive when the meaning is clear from the context.

► **BE CAREFUL!** Note the position of **too** and **enough**.

Too comes before the adjective or adverb.

Enough comes after the adjective or adverb.

- I'm seventeen years old and I can't vote yet.
I'm **too young**. I'm not **old enough**.
- She's **too old**.
- I'm not **old enough**. NOT ~~I'm not enough old.~~

4. Sometimes we use **for + noun** or **for + object pronoun** before the infinitive.

- We are too young **for our parents to allow** us to go out alone.
(Our parents won't allow us to go out alone.)
- We are too young **for them to allow** us go out alone.
(They won't let us go out alone.)

1

CHOOSE • People have different opinions about things. Read each numbered statement of opinion. Then circle the letter of the sentence (a) or (b) that best summarises that opinion.

1. Teenagers are responsible enough to stay out past 10:00 p.m.
 - a. Teenagers should have permission to stay out past 10:00 p.m.
 - b. Teenagers shouldn't have permission to stay out past 10:00 p.m.
2. Teenagers are too immature to vote.
 - a. Teenagers should be able to vote.
 - b. Teenagers shouldn't be able to vote.
3. Teenagers are responsible enough to use the internet without censorship.
 - a. Teenagers can use the internet without censorship.
 - b. Teenagers can't use the internet without censorship.
4. Adults are too afraid of change to listen to children's ideas.
 - a. Adults listen to children's ideas.
 - b. Adults don't listen to children's ideas.
5. At the age of seventy, people are not too old to work.
 - a. At the age of seventy, people can work.
 - b. At the age of seventy, people can't work.
6. Sixteen-year-olds are not experienced enough to drive.
 - a. Sixteen-year-olds can drive.
 - b. Sixteen-year-olds can't drive.

2

UNSCRAMBLE • Gina wants to drive to Milton Keynes for a concert but her mother thinks she's too young. Make sentences with the words in brackets. Then write **G (Gina)** or **M (Mother)** to show whose opinion each sentence represents.

1. You're too young to be out so late. M
(too / You're / young / to / out / be / so / late)
2. _____
(get / It's / to / by ten / us / too / home / far / for)
3. _____
(take care of / mature / myself / I'm / to / enough)
4. _____
(dangerous / too / night / It's / to / drive / at)
5. _____
(too / give / worry / I / much / to / permission / you)
6. _____
(that / experienced / drive / aren't / far / enough / to / You)

3 **COMPLETE** • Some teenagers are leaving a concert. Complete the sentences. Use the words in brackets with the infinitive and **too** or **enough**.

1. I couldn't hear that last song. The guitar was too loud for me to hear the words.
(loud / me / hear)
2. Let's get tickets for the concert at Hampton. They're cheap / us / afford.
3. I hope the concert hall is large / hold all the fans!
4. I hope my mother lets me go. This concert is going to be good / me / miss.
5. Let's get a pizza at Luigi's. The large ones are big / share.
6. It's 9:30 already. It's late / stop for pizza.
7. I hate this! I think we're old / stay out past 10:00!
8. Tom didn't get out of work early / come tonight.
9. Zak, I'm playing basketball tomorrow. Are you still slow / beat me?
10. Let's find out. But I want to walk. Your car isn't safe / drive.

4 **EDIT** • Read this student's diary entry. Find and correct eight mistakes in the use of infinitives with **too** or **enough**. The first mistake has already been corrected.



The Phish concert was brilliant! Now I'm too excited ^{to sleep} ~~for sleeping~~. That Mike Gordon really can sing. My voice isn't enough good to sing in the shower! After the concert, we were really hungry but it was too late to go for pizza. I HATE going home so early! It's too weird understand. My friend Stan works and has to pay taxes but the law says he's too young for staying out past 10:00! That's crazy enough to make me want to scream. That reminds me. I sure hope my mother changes her mind soon enough for I to buy a ticket to the Hampton concert. They sell out very quickly. Why doesn't she think I'm mature to drive fifty miles? I'll have to do it sometime! Well, I'd better try to get some sleep or I'll be too tired too get up in the morning.

UNIT 51

Infinitives of Purpose

DATALATOR 534 F

Personal Digital Assistant £99



Use me

- ✓ to look up words
- ✓ to check meaning and pronunciation
- ✓ to store names and phone numbers
- ✓ to add and subtract
- ✓ to write down ideas
- ✓ to surf the net!

CHECK POINT

Tick all the correct answers.

What can you use the Personal Digital Assistant (PDA) as?

- ☐ an address book ☐ a telephone ☐ a dictionary ☐ a note pad ☐ a radio

CHART CHECK

Circle T (True) or F (False).

T F There are two ways to form the affirmative infinitive of purpose.

T F There are two ways to form the negative infinitive of purpose.

AFFIRMATIVE

I put his number in my PDA
(in order) to save it.
I made a note **(in order) to remember** our meeting.
I left at 9:00 **(in order) to arrive** early.
I ran **(in order) to catch** the bus.

NEGATIVE

I put his number in my PDA
in order not to lose it.
I made a note **in order not to forget** our meeting.
I left at 9:00 **in order not to arrive** late.
I ran **in order not to miss** the bus.

EXPRESS CHECK

Unscramble these words to form two sentences.

store • addresses • use • I • a • PDA • to

in order • I • not • set • oversleep • my • alarm clock • to

Grammar Explanations

Examples

1. Use an **infinitive** (**to + base form** of the verb) to explain the purpose of an action. It often answers the question **Why?**

USAGE NOTE: In spoken English, you can answer the question **Why?** with an incomplete sentence beginning with **To**.

A: **Why** did you go to Lacy's?

B: I went there **to buy** one of those PDAs I saw in an advert.

A: **Why** did you go to Lacy's?

B: **To buy** a PDA.

2. You can also use the longer form **in order to + base form** of the verb to explain a purpose.

USAGE NOTE: **To + base form** of the verb is more common in informal speech and writing.

■ I bought a PDA **in order to store** names and phone numbers.

■ I bought a PDA **to store** names and phone numbers.

3. Use **in order not to + base form** of the verb to express a negative purpose.

■ I use my PDA **in order not to make** mistakes in pronunciation.
(*I don't want to make mistakes.*)

4. You can also use **noun/pronoun + infinitive** to express the purpose of an object.

■ I need a **PDA to help** me remember my appointments.

■ I need **it to help** me remember my appointments.

1

IDENTIFY • Read this conversation. Underline all the infinitives that express a purpose.**JUDITH:** It's 5:00. Aren't you going home?**LEE:** No. I'm staying late to finish this report. What about you? Are you going straight home?**JUDITH:** No. I'm going to stop at the bank to get some cash. Then I'm going to Lacy's to take advantage of the sale they're having.**LEE:** Oh, what are you going to get?**JUDITH:** One of those new PDAs they're advertising. I've been looking for something to help me with my work.**LEE:** What's wrong with a normal organiser?**JUDITH:** Nothing. But sometimes I need to surf the net.**LEE:** What else are you going to use it for?**JUDITH:** Oh, to store important names and phone numbers and to do my accounts.**LEE:** What did we do before they invented all these electronic gadgets?**JUDITH:** We made a lot of mistakes!

2

ANSWER • Look at Judith's list of things to do. Then write a phrase to answer each question.**To Do**

- Check tyres
- Make dental appointment
- Buy batteries
- Withdraw £100
- Invite Rick and Tina to dinner
- Buy milk and eggs

1. Why did she ring the surgery? To make a dental appointment.
2. Why did she go to the bank? _____
3. Why did she ring her friends? _____
4. Why did she go to the supermarket? _____
5. Why did she go to the electrical shop? _____
6. Why did she go to the petrol station? _____

3

MATCH • Find the correct purpose for each action.

Action

Purpose

- | | |
|--------------------------------------------------|----------------------------------------|
| <u>g</u> 1. He enrolled on the course because he | a. didn't want to get any phone calls. |
| <u>b</u> 2. She caught a bus because she | b. didn't want to be late. |
| 3. She went to the shop because she | c. wanted to store information. |
| 4. We disconnected our phone because we | d. wanted to listen to the news. |
| 5. He turned on the radio because he | e. didn't want to worry me. |
| 6. He didn't tell me he was ill because he | f. needed to buy some pasta. |
| 7. She bought a PDA because she | g. wanted to learn a new language. |

REWRITE • Combine the sentence parts above. Use the infinitive of purpose.

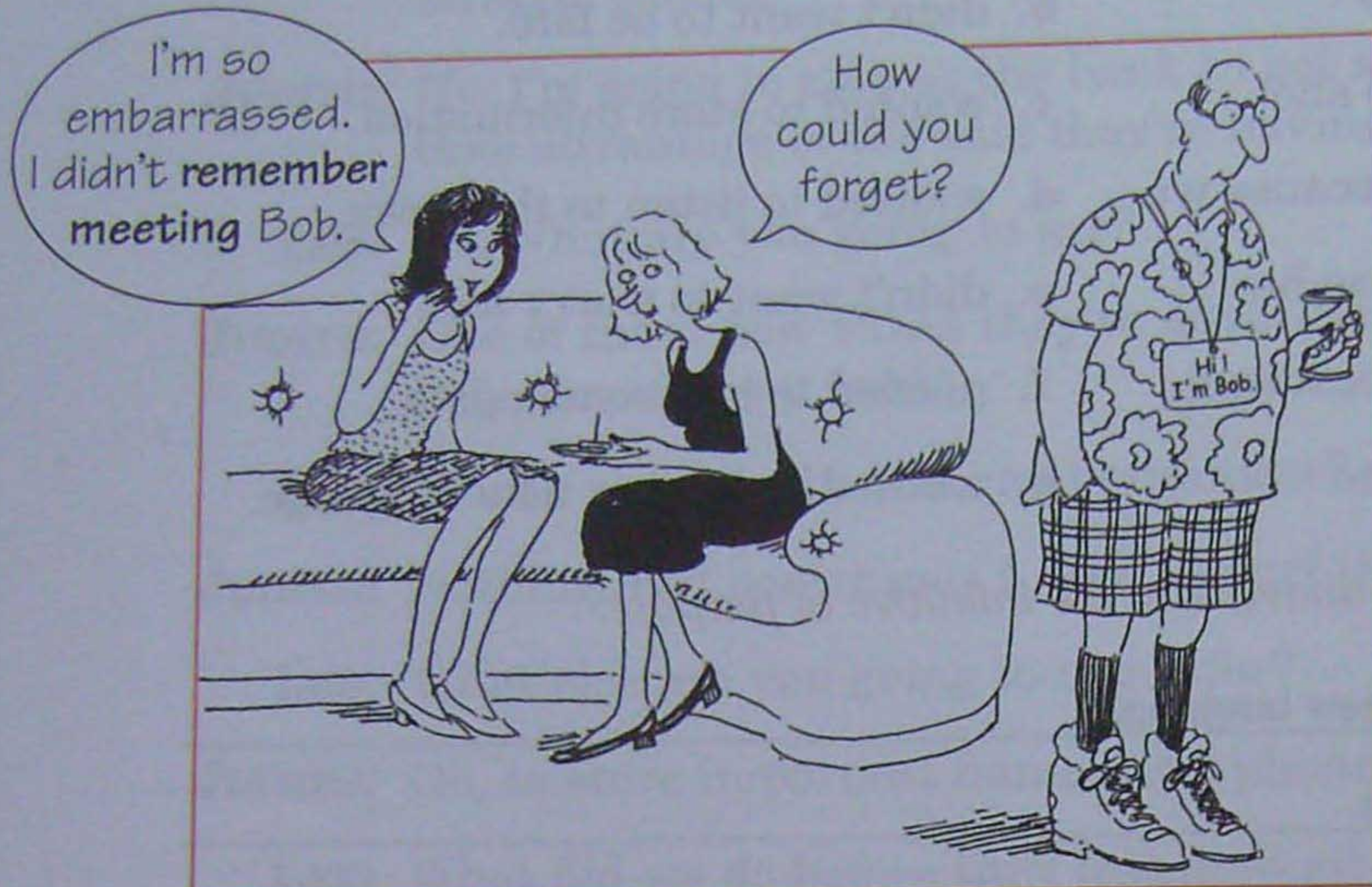
1. He enrolled on the course to learn a new language.
2. She took a bus in order not to be late.
3. _____
4. _____
5. _____
6. _____
7. _____

4 **EDIT** • Read this student's diary entry. Find and correct six mistakes in the use of the infinitive of purpose. The first mistake has already been corrected.

I went to the dentist ^{to get} ~~for getting~~ my teeth cleaned today. While I was waiting, I used my PDA to study for the test. Then I used it to helps me pronounce 'dental floss' for my appointment. After the dentist, I checked my calendar and saw 'Rick and Tina, dinner 7:30'. I should use it in order to not forget appointments! Luckily, my recipes are already on the PDA so I used them for making a quick shopping list. When I got home, there was a note on my door - 'Call PLB'. I checked the PDA dictionary to find 'PLB'. The 'plumber' wanted to come in order fix the taps! Rick, Tina and I played with the PDA all evening. You can programme it for to play computer games, too. I don't know how I lived without it!

UNIT 52

Gerunds and Infinitives



CHECK POINT

Circle T (True) or F (False).

- T F** The woman had an appointment with Bob but she forgot to go.
- T F** The woman forgot that she had met Bob once before.

CHART CHECK

Circle T (True) or F (False).

- T F** Some verbs can be followed by either the gerund or the infinitive.
- T F** The infinitive sometimes follows a preposition.
- T F** A gerund can be the subject of a sentence.

GERUNDS

- Joan **enjoys going** to parties.
- She **loves meeting** new people.
- She **stopped buying** ice cream.
- She's worried **about forgetting** people's names.
- Meeting** new people is fun.

INFINITIVES

- Joan **wants to go** to parties.
- She **loves to meet** new people.
- She **stopped to buy** ice cream.
- It's fun to meet** new people.

EXPRESS CHECK

Complete these sentences with the correct form of the verbs **go** or **talk**.

- Phil wants _____ to the party.
- _____ to parties is exciting.
- Phil enjoys _____ about a lot of different things.
- It's fun _____ to new people.

Grammar Explanations

Examples

1. Some **verbs** are followed by a **gerund**.

- Joan **enjoys meeting** people.
- She **misses going** to parties.

2. Some **verbs** are followed by an **infinitive**.

- Joan **wants to meet** people.
- She'd **like to go** to parties.

3. Some **verbs** can be followed by either a **gerund** or an **infinitive**.

- Joan **loves meeting** new people.
- OR
- Joan **loves to meet** new people.

4. **BE CAREFUL!** A few verbs can be followed by either a gerund or an infinitive but the **meanings are very different**.

- Joan **stopped eating** ice cream.
(She doesn't eat ice cream anymore.)
- Joan **stopped to eat** ice cream.
(She stopped another activity in order to eat some ice cream.)
- Richard **remembered posting** the invitation.
(First, he posted the invitation. Then, he remembered that he had done it.)
- Richard **remembered to post** the invitation.
(First, he remembered. Then, he posted the invitation.)
- Joan never **forgot meeting** Richard.
(Joan met Richard. It was an important meeting that she still remembers.)
- Joan **forgot to meet** Richard.
(Joan had plans to meet Richard but she didn't meet him because she forgot about the plans.)

5. A **gerund** is the only verb form that **can follow a preposition**.

- Joan's worried ^{preposition} **about forgetting** names.

6. To make **general statements**, you can use:

• **gerund as subject**

OR

• **It's + adjective/noun + infinitive**

- **Meeting** new people is fun.
- OR
- **It's fun to meet** new people

Check it out!

For a list of common verbs followed by the gerund, see Appendix 3 on page 337.

For a list of common verbs followed by the infinitive, see Appendix 4 on page 338.

For a list of verbs that can be followed by the gerund or the infinitive, see Appendix 6 on page 338.

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Joan remembered meeting Mr Jackson.
☐ T Joan has already met Mr Jackson.
2. Richard stopped smoking.
☐ Richard doesn't smoke any more.
3. She didn't remember to buy a cake for the party.
☐ She bought a cake.
4. She stopped eating desserts.
☐ She used to eat desserts.
5. Richard forgot to invite his boss to the party.
☐ Richard invited his boss.
6. Richard never forgot seeing Jane for the first time.
☐ Richard forgot about Jane.
7. Richard thinks giving a party is fun.
☐ Richard thinks it's fun to give a party.
8. Joan likes going to parties.
☐ Joan likes to go to parties.

2

CHOOSE • Circle the correct words to complete these ideas from a book about memory.

1. Get into the habit of repeating / to repeat things aloud.
2. Never rely on someone else's memory. Learn trusting / to trust your own.
3. It's easy forgetting / to forget what you don't want remembering / to remember.
4. Study immediately before going / to go to sleep. You'll remember a lot more.
5. Our memories are filled with things we never meant remembering / to remember.
6. Make it a habit to look back at your car every time you get out and you'll never forget turning off / to turn off your headlights.
7. Playing / To play games is a fun way of improving / to improve your memory skills.

3

SUMMARISE • Read each numbered statement or conversation. Complete the summary statement using a gerund or an infinitive.

1. **ROGER:** Hi, Richard. I brought the drinks. Where do you want me to put them?
SUMMARY: Roger remembered to bring the drinks.
2. **JOAN:** You're Natalie! We met last year at Richard's party! How have you been?
SUMMARY: Joan remembers _____
3. **ROGER:** Don't look at me! I didn't spill juice on the sofa!
SUMMARY: Roger denied _____
4. **NATALIE:** I'm so glad Richard plays jazz at his parties. I listen to it a lot at home, too.
SUMMARY: Natalie enjoys _____
5. **LEO:** Would you like to go dancing some time?
JOAN: Sure. I'd like that very much.
SUMMARY: Leo suggested _____
Joan agreed _____
6. **NATALIE:** Joan, can we give you a lift home?
JOAN: Thanks, but I think I'll stay a little longer.
SUMMARY: Natalie offered _____
Joan decided _____

4

EDIT • Read Joan's diary entry about Richard's party. Find and correct seven mistakes in the use of the gerund and infinitive. The first mistake has already been corrected.

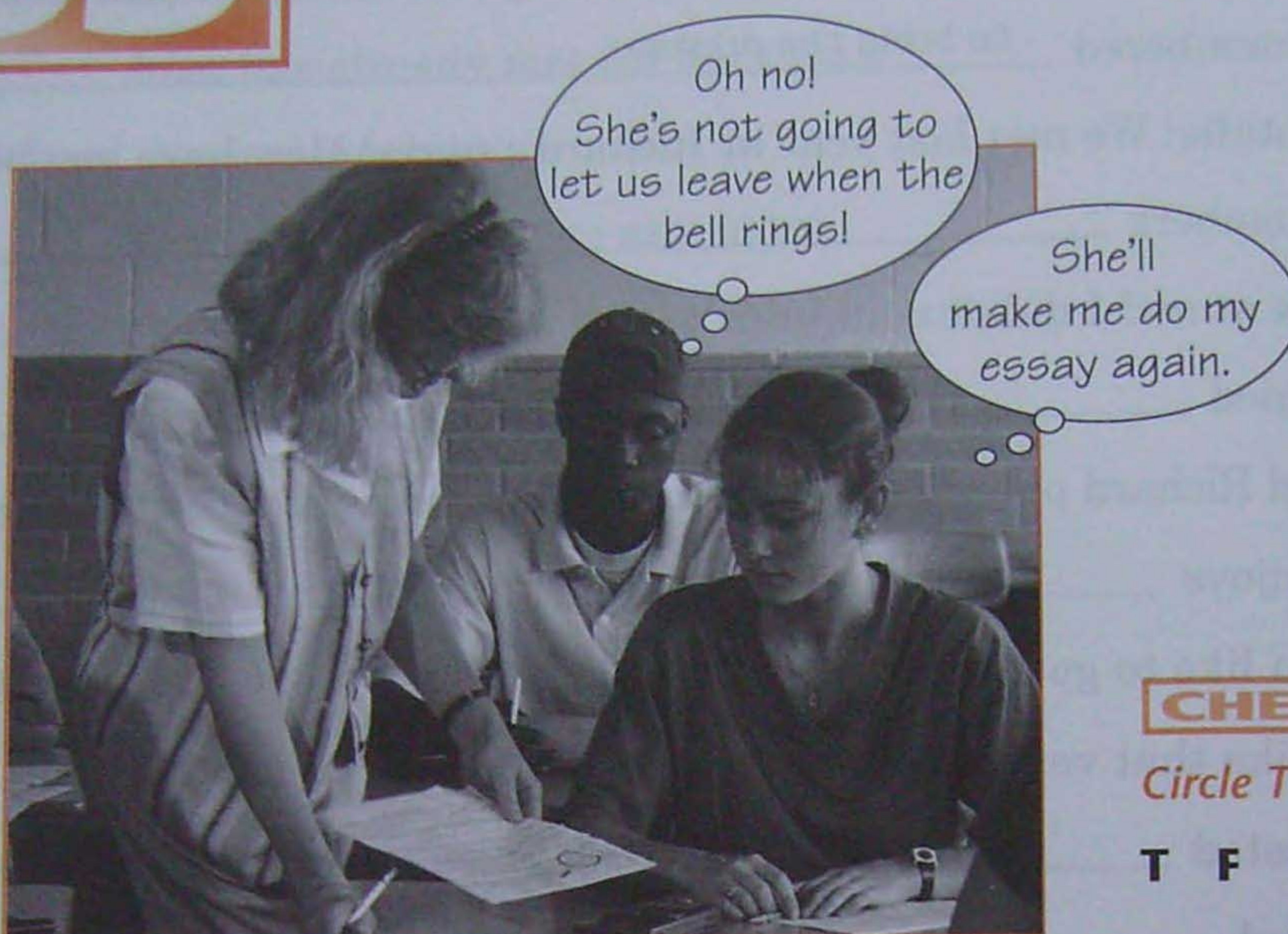
going

What a great party! I usually avoid ~~to go~~ to parties because it's such a problem for me to remember people's names. I'm so glad I read that book about improve your memory. The author suggested to do exercises and they really helped. I stopped to worry about what people would think of me and I tried to pay attention to what people were saying. As a result, I had a great time! I'm even planning going dancing with this guy Leo next week.

I have an English test tomorrow so I should stop writing now and start studying. The book even had some good tips about study for an exam. I hope I remember using some of them tonight!

UNIT 53

Make, Let, Help and Get



Alice Roberts with two of her students.

CHECK POINT

Circle T (True) or F (False).

T F The teacher in the picture has very strict rules.

CHART CHECK

Circle T (True) or F (False).

T F **Make** and **let** are always followed by the base form of the verb.

T F **Get** can be followed by either the base form of the verb or the infinitive.

T F **Help** can be followed by either the base form of the verb or the infinitive.

MAKE, LET, HELP

SUBJECT	MAKE/LET/HELP		OBJECT	BASE FORM OF VERB	
The teachers	(don't)	make let help	us students	do	homework.

GET, HELP

SUBJECT	GET/HELP		OBJECT	INFINITIVE	
The teachers	(don't)	get help	us students	to do	homework.

EXPRESS CHECK

Complete these sentences with the correct form of the verbs **correct** or **stay**.

A: Did the teacher get the students _____ their essays?

B: Yes. He got them _____ their essays in groups.

A: Do you think he'll make them _____ late again today?

B: I don't think so. But he'll let them _____ late if they need help.

Grammar Explanations

Examples

1. Use **make** and **let** followed by **object + base form** of the verb to talk about things that someone can require or permit another person to do.

You can also use **make** to mean 'cause to'.

- The teacher **makes his students do** homework every night.
(He requires them to do homework.)
- He **lets them choose** their own essay topics.
(He allows them to choose their own essay topics.)
- This will **make you become** a better student.
(This will cause you to become a better student.)

2. **Help** can be followed by either:

- **object + base form** of the verb
- OR
- **object + infinitive.**

The meaning is the same.

USAGE NOTE: **Help** + base form of the verb is more common.

- She **helped me understand** the homework.
- OR
- She **helped me to understand** the homework.

3. **Get** has a similar meaning to **make** but it is followed by **object + infinitive**, not the base form of the verb.

- The teacher **got us to help** the weaker students.
NOT ~~The teacher got us help the weaker students.~~
(The teacher persuaded us to help the weaker students.)
- She always **gets me to do** my best.
(She always motivates me and I do my best in her lessons.)

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. My teacher made me rewrite the report.
 T I wrote the report again.
2. Ms Trager let us use our dictionaries during the test.
 _____ We had to use our dictionaries.
3. Mr Goldberg got us to translate a short story.
 _____ We translated a short story.
4. Paul helped Annie do her homework.
 _____ Paul did Annie's homework for her.
5. Ms Bates got the director to arrange a class trip.
 _____ The director arranged a class trip.
6. Professor Washington let us choose our own topic for our essay.
 _____ We didn't choose our own topic.

2

CHOOSE • Circle the correct words to complete this article about Bill Roberts.

Miracle Teacher

The day Bill Roberts arrived to start his first teaching job at Sunnyfields, he was amazed to see that the other teachers made / let ^{1.} students hand in their homework late and miss classes altogether. Even in sports lessons, no one made / let ^{2.} students take part: they could just sit on the grass and chat if they wanted to. But Bill believed in teaching too much to help / let ^{3.} his own students waste their education. So from the start, he decided to help / make ^{4.} them to achieve their best. Every morning, he got / let ^{5.} them to do five minutes of aerobics exercises, then he made / let ^{6.} them

sing the school song, whether they wanted to or not! By the time each lesson began, he had got / made ^{7.} his students to pay attention to every word he said. Bill knew his methods were unconventional but he couldn't make / let ^{8.} his students miss out on an education. He believed in them too much to help / let ^{9.} that happen. He intended to get / help ^{10.} them see the value of learning, and that's exactly what he achieved. As an ex-student of Bill's once said, 'He made / let ^{11.} me realise that I could do anything if I really tried.'

3

SUMMARISE • Read each numbered statement. Complete the summary with the correct form of the verbs in brackets. Choose between affirmative and negative forms.

1. **Ms ALLEN:** Peter, you can rewrite this essay but only if you want to.

SUMMARY: She _____ didn't make Peter rewrite _____ his essay.
(make / rewrite)

2. **Ms ALLEN:** I know you prefer working alone, Anna, but you really need to work in a group today.

SUMMARY: She _____ in a group.
(make / work)

3. **Ms ALLEN:** Listen, everyone! No dictionaries during the test, please. You should be able to guess the meaning from the context.

SUMMARY: She _____ dictionaries.
(let / use)

4. **Ms ALLEN:** Freddy, could you do me a favour and clean the board before you leave?

SUMMARY: She _____ the board.
(got / clean)

5. **Ms ALLEN:** Simon, show your teeth and say é –, école. Yes! That's it!

SUMMARY: She _____ a French é.
(get / pronounce)

6. **Ms ALLEN:** Julie, please use French in class!

SUMMARY: She _____ in English.
(let / speak)

7. **Ms ALLEN:** Janet, you can take the test in the classroom. Just move your desk to a corner.

SUMMARY: She _____ the room.
(make / leave)

4

EDIT • Read this student's diary entry. Find and correct seven mistakes in the use of **make, let, help and get**. The first mistake has already been corrected.

When I was a teenager, my parents never let me ^{play} ~~to play~~ until I had finished all my homework. They even made me helping my brothers with their homework before I could have any fun. On the one hand, they certainly got me learn a lot. On the other hand, they made me became too serious. I wish they had let me to have a little more fun. When I become a parent, I want to get my child learns about responsibility but also I would want to let he or she have fun. As Ben Franklin said, 'All work and no play makes Jack a dull boy'. I want to avoid that mistake.

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. Maria's going to stop _____ dinner so she may be late. A B C D
 (A) eating (C) to eat
 (B) for eating (D) eat
2. My glasses are in my bag but I don't remember _____ them there. A B C D
 (A) putting (C) I put
 (B) to put (D) put
3. I asked him _____ but he went anyway. A B C D
 (A) not to go (C) not going
 (B) to not go (D) he doesn't go
4. _____ in a foreign country is sometimes difficult. A B C D
 (A) I live (C) Live
 (B) Living (D) Lives
5. He's not used to _____ up so early. A B C D
 (A) wake (C) wakes
 (B) waken (D) waking
6. We're eighteen so we're _____ vote. A B C D
 (A) too old to (C) old enough to
 (B) young enough to (D) old enough for
7. I don't think Tom enjoyed _____ me study for the test. A B C D
 (A) helping (C) helped
 (B) to help (D) helps
8. I bought this new software _____ Chinese. A B C D
 (A) for learning (C) to learn
 (B) learning (D) learned
9. We got a new card holder _____ lose our credit cards. A B C D
 (A) in order not to (C) not to
 (B) not (D) for not
10. It isn't difficult _____ this textbook. A B C D
 (A) understand (C) for understanding
 (B) in order to understand (D) to understand

11. Are you ready? It's time _____.
 (A) for going (C) going
 (B) to go (D) go
 A B C D
12. I resented _____ that. He could have been more polite.
 (A) he said (C) his saying
 (B) he saying (D) him to say
 A B C D
13. I talked to the students about working harder but I couldn't _____.
 them to study.
 (A) make (C) got
 (B) get (D) let
 A B C D
14. My mother _____ do my homework before I go out.
 (A) makes me (C) gets me
 (B) helps me (D) lets me
 A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.
 A B C D

A B C **D**

15. I decided changing jobs because my boss makes me work overtime.
 A B C D
16. Most students appreciate their head teacher try to improve school conditions.
 A B C D
17. I succeeded in to find a job so my parents didn't make me go to university.
 A B C D
18. Get more exercise appears to be the best way to lose weight.
 A B C D
19. In order to not forget things, I put a string around my finger.
 A B C D
20. Harry is only fourteen but he seems enough old to stay out until ten.
 A B C D
21. I know you're too busy to stay but I look forward to see you again.
 A B C D
22. I forgot buying petrol but I got to a petrol station before I ran out.
 A B C D
23. Getting enough sleep is important in order not fall asleep in class.
 A B C D
24. Let's stop to watch so much TV and read or go out instead.
 A B C D
25. I'm trying to persuade my sister to drive but I can't get her do it.
 A B C D

UNIT 54

Phrasal Verbs: Inseparable



CHECK POINT

Tick the correct answer.

Where does the woman suggest eating?

- ☐ at home
- ☐ in a restaurant
- ☐ in a park

CHART CHECK

Tick the correct answer.

Where does the particle go?

- ☐ before the direct object
- ☐ after the direct object

INSEPARABLE PHRASAL VERBS

SUBJECT	VERB	PARTICLE	DIRECT OBJECT
They	came	back.	
	gave	up.	
	ate	out.	
	ran	into	his teacher.
	stuck	to	their decision.

EXPRESS CHECK

Unscramble these words to form two sentences.

into • We • Bob • ran

out • was • He • eating

Grammar Explanations

Examples

1. A **phrasal verb** (also called a multi-word verb) consists of a **verb + particle**.

verb + particle
■ We often **eat out**.

2. **Particles** look the same as prepositions. However, particles are part of the verb phrase and they often change the meaning of the verb.

verb + preposition
■ She **ran into** another runner because she wasn't paying attention.
(*She collided with another runner.*)

verb + particle
■ I **ran into** John at the supermarket.
(*I met John by accident.*)

3. The verb and particle are usually common words but their separate meanings may not help you guess the **meaning of the phrasal verb**.

USAGE NOTE: Phrasal verbs are very common in everyday speech.

- Please **go on**. I didn't mean to interrupt.
(*Please continue.*)
- We **got back** after dark.
(*We returned after dark.*)
- They **called off** the meeting.
(*They cancelled the meeting.*)

4. Most phrasal verbs are **transitive**. (They take direct objects).

Some transitive phrasal verbs are **inseparable**. This means that both noun and pronoun objects always go after the particle. You cannot separate the verb from its particle.

direct object
■ You should **go after your goals**.

direct object
■ She **ran into her friend** at the library.
NOT ~~She ran her friend into at the library.~~

direct object
■ She **ran into her**.
NOT ~~She ran her into.~~

5. Some phrasal verbs are used in combination with certain prepositions. These combinations are usually **inseparable**.

- She **came up with** a brilliant idea.
- I **dropped out of** school and got a job.

Check it out!

For a list of some common inseparable phrasal verbs, see Appendix 17 on pages 341–342.
To learn about separable phrasal verbs, see Unit 55, pages 236–237.

1

IDENTIFY • Read this article. Circle all the phrasal verbs.

The Art of Feng Shui



Ho Da-ming's new restaurant was failing. His customers rarely came back. Why? Mr Ho contacted a feng shui consultant to find out.

Feng shui (meaning 'wind and water') is the ancient Chinese art of placing things in your surroundings. According to this art, the arrangement of furniture, doors and windows affects our health, wealth and happiness. Mr Ho was concerned about his business but he didn't give up. Following the consultant's advice, he remodelled and redecorated his restaurant. His actions paid off. Soon business picked up and Mr Ho became rich. 'It was the best decision I ever made,' he says happily. And he isn't alone in his enthusiasm. Feng shui has caught on with modern architects and homeowners everywhere.

MATCH • Write each phrasal verb from the article next to its meaning.

Phrasal Verb	Meaning	Phrasal Verb	Meaning
1. _____	has become popular	4. _____	learn information
2. <u>came back</u>	returned	5. _____	stop trying
3. _____	were worthwhile	6. _____	improved

2

CHOOSE • Complete this student's diary entry by circling the correct particles.

I've just finished reading an article about feng shui. At the end, the author suggests sitting down / up in your home and thinking about how your surroundings make you feel.

So, today when I got up / back from university, I tried it. I noticed that my flat is really quite dark and it makes me feel down. I think with the addition of some lights,

I'd cheer away / up a lot. I've come out / up with a few other ideas, too.

My flat is small but I think it will look more spacious if I just tidy out / up more often.

Putting up some more shelves for my books might work down / out well, too. With just a few small changes, I could end out / up feeling happier in my own home.

It's certainly worth trying on / out!

3

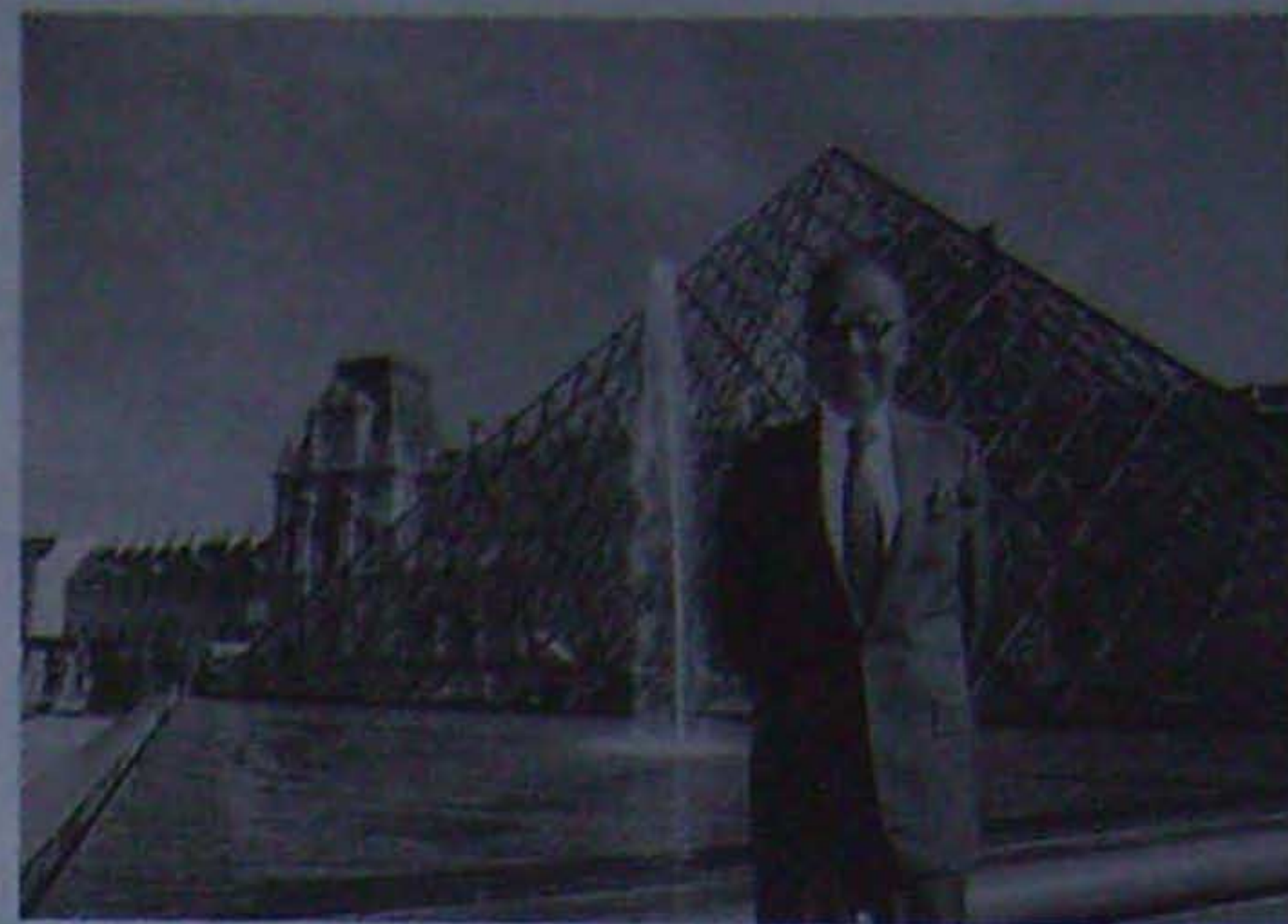
CHOOSE & COMPLETE • Read this article about the architect I. M. Pei. Complete it using the correct form of the phrasal verbs in the box.

come up with give up go back go up ~~grow up~~ carry on pay off turn out

Born in 1917, Ieoh Ming Pei (better known as I. M. Pei) grew up ^{1.} in Canton, China. When he was seventeen, he went to the United States to learn about building. As it ^{2.}, Pei became one of the most famous architects of the twentieth century.

Pei is famous for his strong geometric forms. One of his most controversial projects was his glass pyramid at the Louvre in Paris. The old museum had a lot of problems but no one wanted to destroy it. Pei had to ^{3.} a solution. Many Parisians were shocked with his proposal for a 71-foot-high glass pyramid. It ^{4.} anyway, blending with the environment. Today many people say that it is a good example of the principles of feng shui.

Pei ^{5.} despite criticism. He strongly believed that 'you have to identify the important things and press for them and not ^{6.}'. His determination ^{7.}. He continued to build structures that reflected the environment. Pei received many prizes for his work. He used some of the prize money to start a scholarship fund for Chinese students to study architecture in the United States and then to ^{8.} to China to work as architects.



4

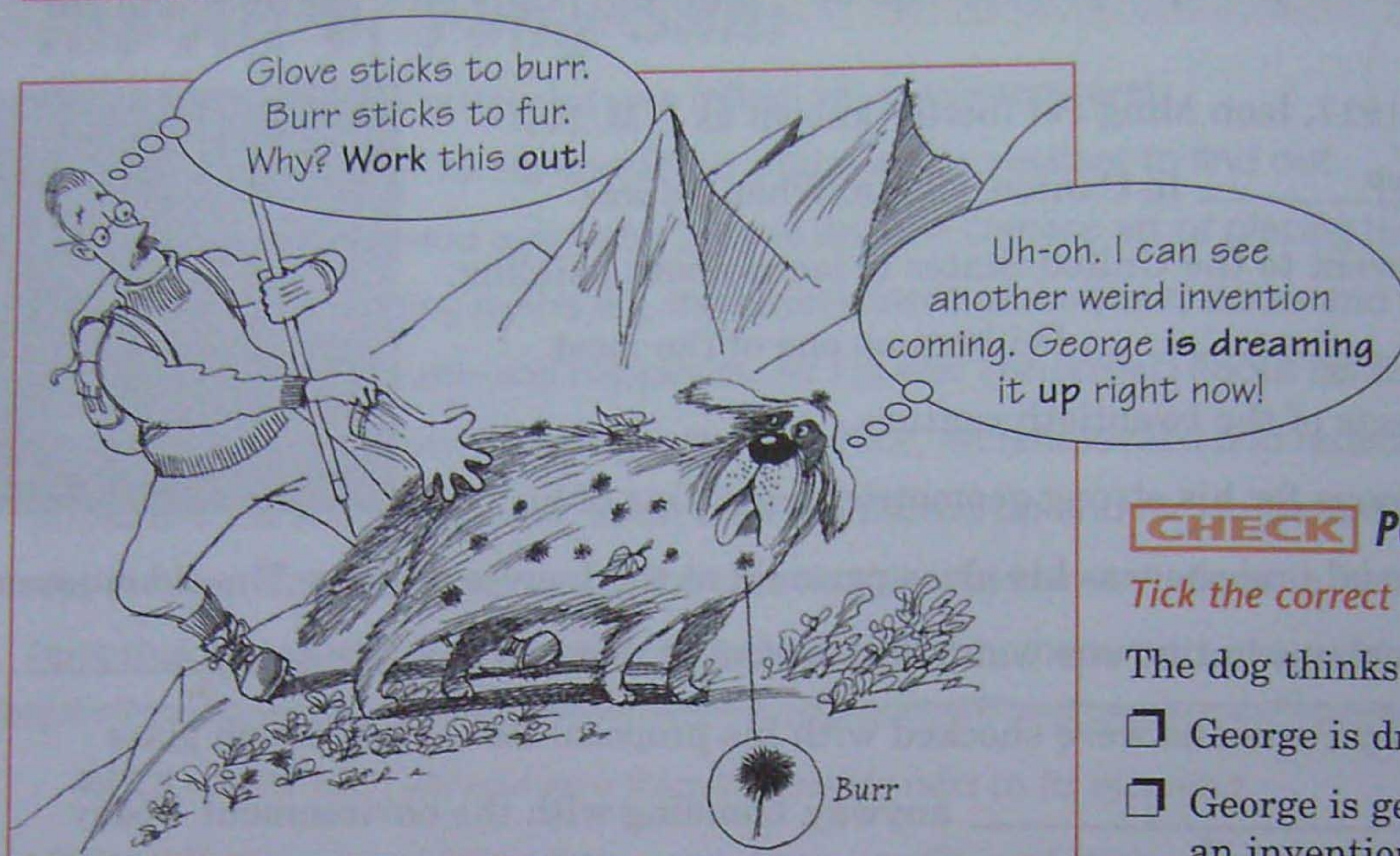
EDIT • Read Bob's note to his flat mate. Find and correct eight mistakes in the use of inseparable phrasal verbs. The first mistake has already been corrected.

Sorry the flat is such a mess. I got ~~down~~ ^{up} late this morning and didn't have time to tidy out. I'm going to the gym now to work off for an hour. I should get across before you and I'll clean up then. How about eating tonight out? Afterwards, we can get together with some of the guys and maybe see a film. Or maybe we'll come over with a better idea. Bob

P.S. I ran Tom into at the library. He'll drop off to see you later.

UNIT 55

Phrasal Verbs: Separable



CHECK POINT

Tick the correct answer.

The dog thinks that

- ☐ George is dreaming.
- ☐ George is getting an idea for an invention.

SEPARABLE PHRASAL VERBS

CHART CHECK

Tick the correct answer.

- ☐ Direct objects that are nouns can go before or after the particle.
- ☐ Direct objects that are pronouns always go after the particle.

NOT SEPARATED

SUBJECT	VERB	PARTICLE	DIRECT OBJECT
He	dreamt	up	the idea.
	worked	out	the details.

SEPARATED

SUBJECT	VERB	DIRECT OBJECT	PARTICLE
He	dreamt	the idea it	up.
	worked	the details them	out.

EXPRESS CHECK

Complete these sentences with the correct form of the words in brackets.

Who _____? Did you _____?

(dream up / that idea) (dream up / it)

Grammar Explanations

1. A **phrasal verb** consists of a **verb + particle**.

Particles look the same as prepositions but they are part of the verb phrase. They often change the meaning of the verb.

The separate meanings of the verb and particle may be very different from the **meaning of the phrasal verb**.

Examples

verb + particle

- She **set up** an experiment.

verb + preposition

- He **looked up** at the sky.
(He looked in the direction of the sky.)

verb + particle

- He **looked up** the information on the internet.
(He found the information on the internet.)

- They **turned down** my application.
(They rejected my application.)

2. Most phrasal verbs are transitive (they take direct objects). Most transitive phrasal verbs are **separable**.

This means the **direct object** can go:

- a. after the particle
(verb and particle are not separated)
OR
b. between the verb and the particle
(verb and particle are separated)

Notice that when the direct object is **in a long phrase**, it comes after the particle.

- **BE CAREFUL!** When the direct object is a pronoun, it **must** go between the verb and the particle.

verb + particle + direct object

- I just **dreamt up a new idea**.

OR

verb + direct object + particle

- I just **dreamt a new idea up**.

direct object

- She **dreamt up an unusually complicated new device**.

NOT ~~She dreamt an unusually complicated new device up.~~

- She **dreamt it up**.
NOT ~~She dreamt up it.~~

3. With a small group of phrasal verbs, the verb and particle **must be separated**.

keep something **on**

talk someone **into**

- **Keep your hat on**.
NOT ~~Keep on your hat.~~

- She **talked her boss into** (giving her) a pay rise.
NOT ~~She talked into her boss a pay rise.~~

Check it out!

For a list of common separable phrasal verbs, see Appendix 17 on pages 341–342.

For a list of common phrasal verbs that must be separated, see Appendix 17 on pages 341–342.

For information about inseparable phrasal verbs, see Unit 54, pages 232–233.

1

IDENTIFY • Read this article. Underline the phrasal verbs. Circle the direct objects.

Eureka!

Did you know that two university dropouts thought up the idea of the first personal computer? What's more, they put it together in a garage.

Inventions don't have to come out of fancy laboratories. Average people in classrooms, kitchens and home workshops often dream up new and useful ideas.

The ability to think of something new seems like magic to many people but in fact anyone can develop the qualities of an inventor. First, inventors follow their curiosity. The Swiss inventor George de Mestral wanted to find out the reason it was so hard to remove burrs from his dog's coat. His answer led to the idea for Velcro®, now used to fasten everything from trainers to space suits. Second, inventors use imagination to put things together in new ways. Walter Morrison watched two men throwing a pan to each other and thought up the Frisbee®, one of the most popular toys in the world. Perhaps most important, successful inventors don't give up. They continuously look up information about their ideas and try new designs out until they succeed.

2

CHOOSE & COMPLETE • Read about one of history's greatest inventors. Complete the information with the correct form of the appropriate phrasal verbs from the box.

fill up keep away bring about ~~try out~~ set up carry out pay back pick up



As a child, Thomas Alva Edison (1847–1931) tried out ^{1.} almost everything he heard about – he even tried to hatch goose eggs by sitting on them! Before he was twelve, he set up ^{2.} his first laboratory using money he had earned himself. He had hundreds of bottles and he filled up ^{3.} them with chemicals for his experiments. He labelled the bottles 'poison' to keep away ^{4.} his family. When he was fifteen, Edison learned ^{5.} a new skill. He had saved a child's life and the grateful father, a telegraph operator, paid back ^{6.} Edison by teaching him telegraphy. After that, Edison was able to work at night and carried out ^{7.} his experiments during the day.

In 1869, Edison made a piece of equipment for a company that supplied prices to gold brokers. This ^{8.} _____ his first useful invention – the stock ticker – for which he received \$40,000. He was then able to spend all his time working on his new inventions. During his lifetime, Edison was issued with 1,093 patents!

3

COMPLETE • Read these conversations that take place in a school laboratory. Complete them with phrasal verbs and pronouns.

1. A: Please **put on** your lab coats.
B: Do we really have to _____ **put them on** _____? It's hot in here.
2. A: I can't **figure out** this problem.
B: I know what you mean. I can't _____ either.
3. A: Remember to **fill in** these forms.
B: Can we _____ at home or do we have to do it now?
4. A: Are you going to **hand out** the next assignment today?
B: I _____ a few minutes ago. Weren't you here?
5. A: I can't get this to work. We'd better **point** the problem **out** to the teacher.
B: OK, I'll _____ to her.
6. A: Are we supposed to **hand in** our lab reports today?
B: No. Please _____ next week.

4

EDIT • Read an inventor's notes. Find and correct seven mistakes in the use of phrasal verbs. The first mistake has already been corrected.

3 May I dreamt ^{up} ~~over~~ a really good idea – a jar of paint with an applicator like the kind used for shoe polish. It can be used to touch on spots on a wall when people don't want to paint a whole room. I know a manufacturer. I'll call up him and order several types so I can try them in.

3 July I filled down an application for a patent and posted it yesterday. I'll be able to set a strong and convincing demonstration of the product up soon.

30 August I demonstrated the product at an exhibition for decorators. I wanted to point out that it's very clean to use so I put white gloves for the demonstration. It went very well.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. Come in. Please sit _____.
 (A) down (C) it down
 (B) down it (D) up
 A B C D
2. Your mother called. She wants you to call her _____ tonight.
 (A) in (C) back
 (B) off (D) over
 A B C D
3. Could you turn _____ the music so we can sleep?
 (A) down (C) over
 (B) away (D) up
 A B C D
4. Please put _____ your lab coats before you leave the laboratory.
 (A) off (C) up
 (B) away (D) in
 A B C D
5. Mark works so hard that he's sure to _____.
 (A) give up (C) turn over
 (B) work off (D) get ahead
 A B C D
6. Kevin is going to _____ from holiday tomorrow.
 (A) call back (C) get back
 (B) give back (D) get along
 A B C D
7. A lamp will _____ this corner nicely.
 (A) turn on (C) put up
 (B) blow up (D) light up
 A B C D
8. Instead of arguing about the problem, let's _____.
 (A) look it over (C) take it away
 (B) charge it up (D) talk it over
 A B C D
9. That's very original. How did you dream _____ that idea?
 (A) about (C) of
 (B) down (D) up
 A B C D
10. That kettle is hot. Don't pick _____.
 (A) it up (C) up
 (B) up it (D) it
 A B C D

11. —It's cold outside. You need your jacket.
—OK. I'll put _____.
(A) it on (C) on it
(B) it over (D) over it

A B C D

12. She ran _____ on the way home.
(A) him into (C) into Jason
(B) into (D) Jason into

A B C D

13. Slow down. I can't keep up _____ you!
(A) of (C) after
(B) with (D) to

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A B C **D**

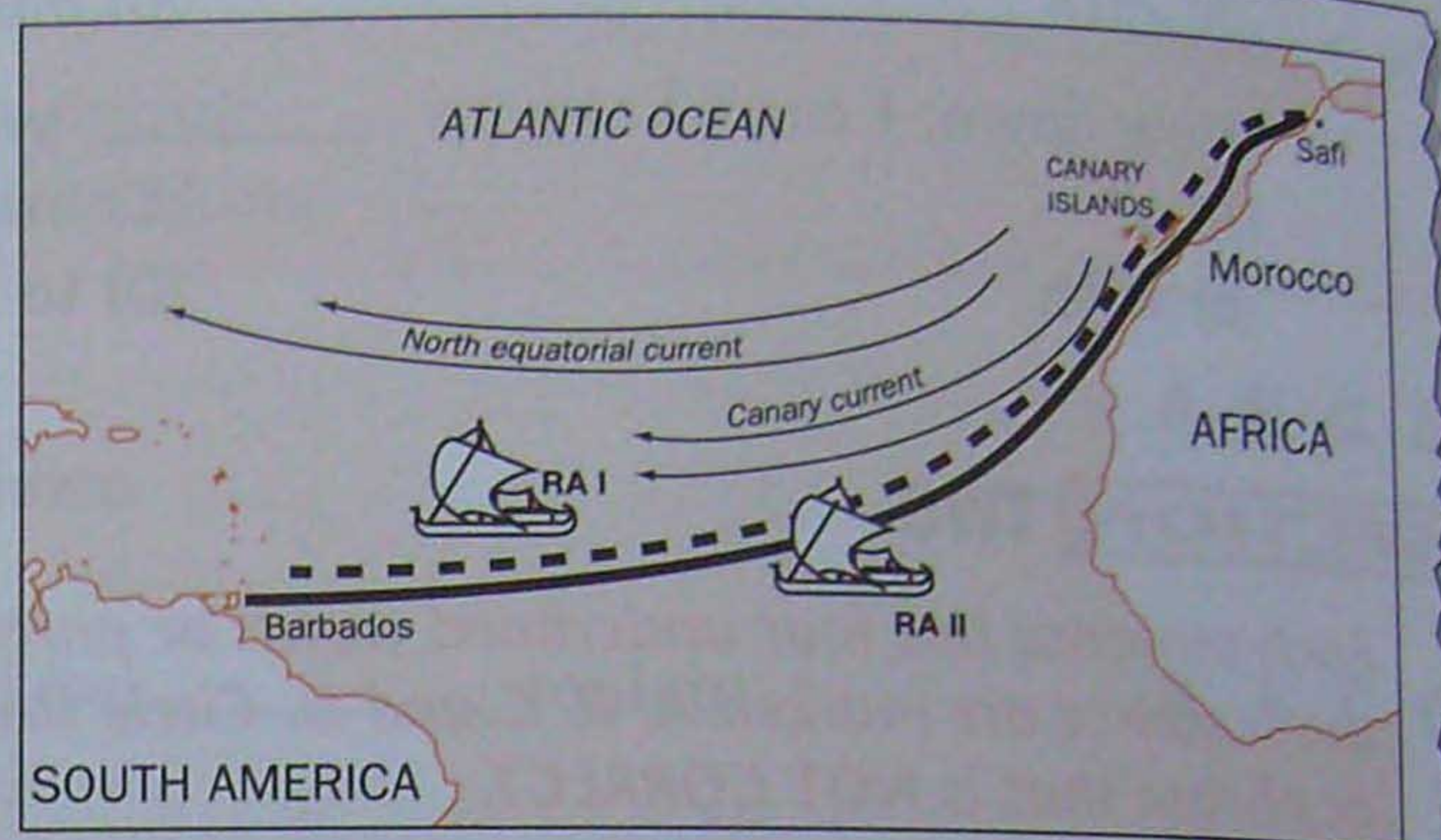
14. Could we talk over it before you turn the whole idea down?
A B C D
15. I know I let Andy down when I forgot to pick his suit out from the dry cleaner's.
A B C D
16. I ran into him while I was getting the bus off.
A B C D
17. As soon as I hand in my report, I'm going to take all these books on to the library.
A B C D
18. We'd better get the bus on now or we're going to miss it.
A B C D
19. Instead of calling off the meeting, maybe we can just put it over until next week.
A B C D
20. If you don't use out the milk by Monday, please throw it away.
A B C D
21. Jim had to cheer up her after the company turned down her application.
A B C D
22. Do you want to get up by yourself or would you like me to wake up you?
A B C D
23. Tom asked me to pick some stamps for him at the post office up.
A B C D
24. Did you find out how Jane talked into Meg working on Saturday?
A B C D
25. We got over well after we found out we were both from Dublin.
A B C D

UNIT 56

Nouns

ACROSS THE ATLANTIC ON A REED BOAT

BARBADOS—17 May 1970. Norwegian explorer Thor Heyerdahl, along with an international crew, has crossed the Atlantic Ocean on Ra II. The reed boat, modelled on those of the ancient Egyptians, made the journey in 57 days.



CHECK POINT

Tick the correct answer.

The name of Heyerdahl's boat was: ☐ Ra II ☐ Reed Boat

CHART CHECK 1

Circle T (True) or F (False).

T F Common nouns are written with capital letters.

PROPER NOUNS

Heyerdahl sailed Ra II across the Atlantic.

COMMON NOUNS

The explorer sailed his boat across the ocean.

CHART CHECK 2

Circle T (True) or F (False).

T F Countable nouns can be plural.

T F Uncountable nouns can be plural.

COUNTABLE NOUNS

ARTICLE/ NUMBER	NOUN	VERB	
A	sailor	is	brave.
One			
(The)	sailors	are	
Two			

UNCOUNTABLE NOUNS

NOUN	VERB	
Fire	is	dangerous.
Sailing		

EXPRESS CHECK

Circle the correct words to complete these sentences.

The boats was / were made of reed. The voyage was / were hard.

Grammar Explanations

Examples

- Proper nouns** are the names of particular people, places and things. On the right are some categories and examples of proper nouns.

Capitalise the first letter of most proper nouns. We do not usually use an article (*a/an* or *the*) with proper nouns.

Note that **the** is used with some nouns of places.

People	Heyerdahl, Egyptians
Places	Africa, Morocco, the United States
Months	September, October
Days	Monday, Tuesday
Holidays	Easter, Passover, Ramadan
Languages	Arabic, Spanish

■ Heyerdal sailed across **the Atlantic**.

- Common nouns** refer to people, places and things but not by their individual names. For example, *explorer* is a common noun but *Heyerdahl* is a proper noun.

People	explorer, sailor, builder, doctor
Places	continent, country, city, mountain
Things	pots, eggs, fish, honey, table

- Common nouns are either countable or uncountable. **Countable nouns** are things that you can count separately. They can be singular or plural. For example, you can say *a ship* or *three ships*. You can use *a/an* or *the* before countable nouns.

Form the **plural** of most nouns by adding **-s** or **-es** to the noun. There are sometimes spelling changes when you form the plural.

- **BE CAREFUL!** Some nouns are irregular. They do not form the plural by adding **-s** or **-es**.

- **a** sailor, **the** sailor, **two** sailors
- **an** island, **the** island, **three** islands
- **a** ship, **the** ship, **four** ships

ship	ships	potato	potatoes
watch	watches	country	countries

foot	feet	man	men
child	children	mouse	mice

- Uncountable nouns** are things that you cannot count separately. For example, in English you can say *gold* but you cannot say *a gold* or *two golds*. Uncountable nouns usually have no plural forms. We usually do not use *a/an* with uncountable nouns. On the right are some categories and examples of uncountable nouns.

Some common uncountable nouns do not fit into these categories. You need to memorise nouns such as the ones on the right.

- **BE CAREFUL!** Uncountable nouns take singular verbs and pronouns.

Abstract words	courage, education, time
Activities	exploring, sailing, farming
Fields of study	geography, history, medicine
Food	corn, chocolate, fish, meat
Gases	air, oxygen, steam
Liquids	water, milk, coffee, petrol
Materials	cotton, plastic, silk, leather
Natural forces	cold, electricity, weather, wind
Particles	dust, sand, sugar, salt, rice

advice	furniture	jewellery	money
clothing	rubbish	luggage	news
equipment	homework	post	work
food	information		

- **Reed is** a good material for boats.
- **It floats** in the heaviest storm.

Check it out!

For a list of some common irregular plural nouns, see Appendix 18 on page 343.

1

IDENTIFY • Read this article about Thor Heyerdahl. Circle all the proper nouns. Underline once all the common countable nouns. Underline twice the common uncountable nouns.

Was Columbus really the first explorer to discover the Americas? Thor Heyerdahl didn't think so. He believed that ancient people were able to build boats that could cross oceans. To test his ideas, he decided to build a copy of the reed boats that were pictured in ancient paintings

Who Really Discovered America?

and sail across the Atlantic from North Africa to Barbados. Heyerdahl's team also copied ancient Middle Eastern pots and filled them with food for their journey – dried fish,

honey, oil, eggs, nuts and fresh fruit. Ra, the expedition's boat, carried an international group including a Norwegian, an Egyptian, an Italian, a Mexican and a Chadian.

The first trip failed but everyone survived and wanted to try again. Departing on 17 May 1970, under the flag of the United Nations, Ra II crossed the Atlantic in 57 days. The expedition proved that ancient civilisations had the skill to reach the Americas long before Columbus.

2

COMPLETE • Megan and Jason McKay are planning a hiking trip. Complete their conversation with the correct form of the words in brackets.

JASON: There 's ^{1. (be)} still a lot of work ^{2. (work)} to do this evening.

We have to plan the food for the trip.

MEGAN: You're right. ^{3. (Food)} certainly ^{4. (be)} important. I've been reading this book about camping. There ^{5. (be)} some good ^{6. (idea)} in it.

JASON: Oh? What does it say?

MEGAN: We should bring a lot of ^{7. (bean)} and ^{8. (rice)}.

JASON: ^{9. (Potato)} ^{10. (be)} good on camping ^{11. (trip)}, too.

MEGAN: No, fresh ^{12. (vegetable)} ^{13. (be)} too heavy to carry. Maybe we can get some when we go through a town.



JASON: _____ the _____ ready? We should go through the list.

14. (be)

15. (equipment)

MEGAN: I've done that. We need _____ for the radio.

16. (battery)

JASON: Why do we need a radio? I thought we were running away from civilisation.

MEGAN: But the _____ never _____. I still want to know what's happening.

17. (news)

18. (stop)

JASON: That's OK with me. By the way, have we got enough warm _____? It gets chilly in the mountains.

19. (clothing)

MEGAN: That's true. And the _____ really _____ me at night.

20. (cold)

21. (bother)

JASON: But we've got warm sleeping _____.

22. (bag)

3

EDIT • Tina Jameson sailed around the world alone on a small boat. Read her diary entries. There are fifteen mistakes in the use of nouns and subject-verb agreement. Find and correct them. The first two mistakes have already been corrected.

Canary

27 October I've been on the ~~canary~~ Islands for three days now. I'll start back home when the ~~weathers~~ ^{weather is} are better. I was so surprised when I picked up my posts today. My family sent me some birthday presents. My Birthday is the 31st. I won't open the presents until then.

29 october I think the weather is getting worse. I heard thunders today but there wasn't any rain. I stayed in bed with my cat, Typhoon. Every time it thundered, typhoon and I snuggled up closer under the covers. I started reading a Novel, 'Brave New World'.

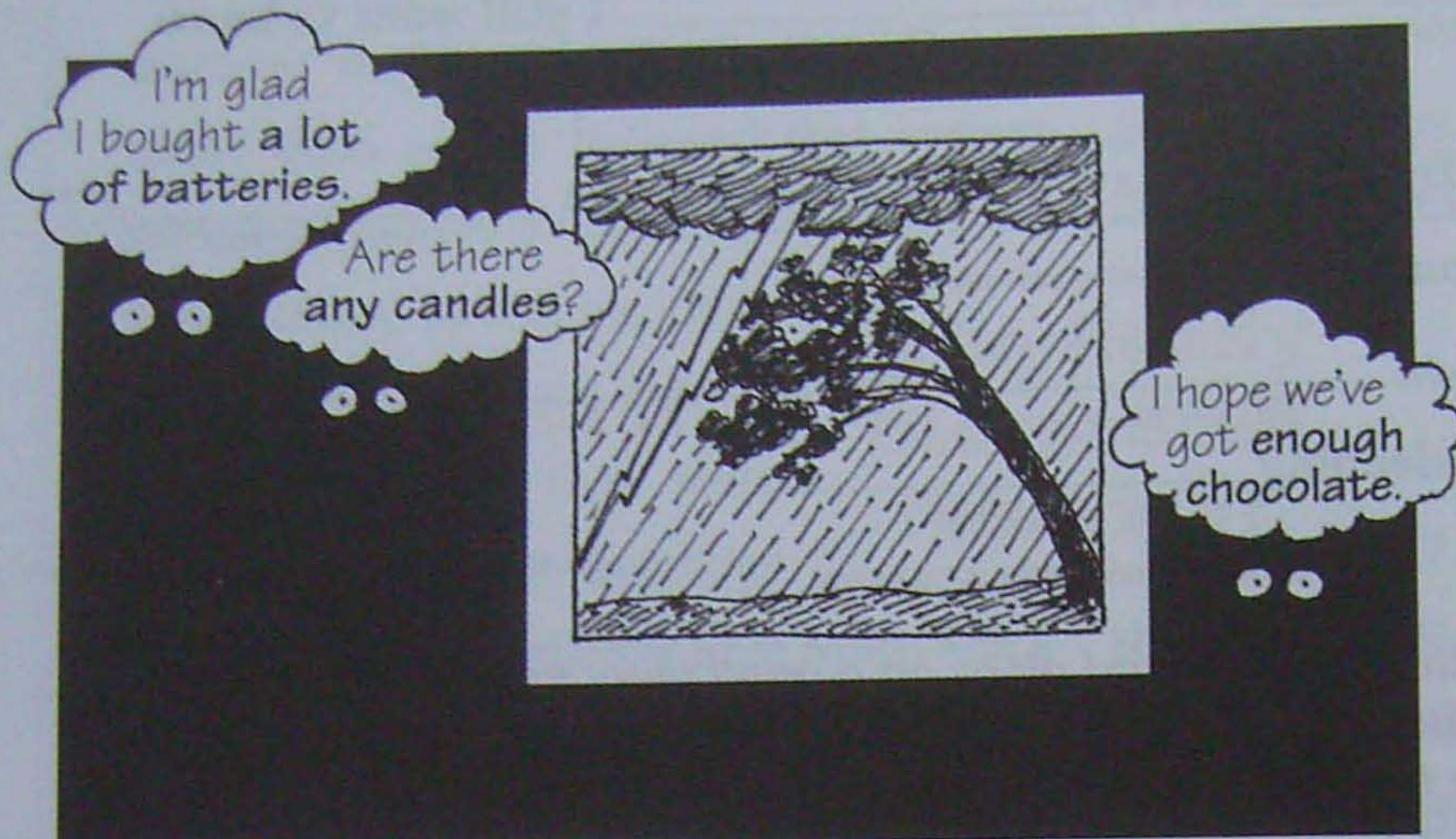
30 October I left the Canary Islands today - just like columbus. There's a strong wind and plenty of sunshine now. I travelled 500 Kilometres.

31 October I'm 21 today! To celebrate, I drank some coffees for breakfast and I opened my presents. I got some perfume and pretty silver jewelleries.

1 November The electricities are very low. I'd better not use much until I get near Plymouth. I'll need the radio then. It rained today so I collected waters for cooking.

UNIT 57

Quantifiers



CHECK POINT

Tick the correct answer.

The child wants to know if they've got

☐ chocolate.

☐ a good supply of chocolate.

CHART CHECK

Circle T (True) or F (False).

T F **A lot of** is used with both countable and uncountable nouns.

T F **Several** is used with uncountable nouns.

T F **A few** is used with countable nouns.

T F **Any** is used in negative sentences.

QUANTIFIERS AND COUNTABLE NOUNS

	QUANTIFIER	NOUN
I've got	some enough a lot of	batteries. biscuits.
	a few several	
I haven't got	any enough a lot of many	

QUANTIFIERS AND UNCOUNTABLE NOUNS

	QUANTIFIER	NOUN
I've got	some enough a lot of	coffee. water.
	a little a great deal of	
I haven't got	any enough a lot of much	

EXPRESS CHECK

Complete this conversation with **much** or **many**.

A: We didn't buy _____ batteries.

B: Well, we didn't have _____ time before the storm.

Grammar Explanations

1. **Quantifiers** are expressions of quantity such as *a lot of* and *many*. They are used before a noun.

Quantifiers can also be used alone, when it is clear what they refer to. Note that in *a lot of*, *of* is dropped.

Examples

- We used **a lot of water** last summer.
- There aren't **many sweets** left in the bag.

A: How many **eggs** do we have?

B: Not **a lot**, just **a few**.

2. Use **some**, **enough**, **a lot of** and **any** with both countable and uncountable nouns.

Use **any** in questions and in negative sentences.

Use **some** when you make an offer.

- We've got ^{countable} **some batteries** and ^{uncountable} **some petrol**.

- We've got ^{uncountable} **enough water** and ^{countable} **eggs** for a week.

- We've got ^{countable} **a lot of beans** and ^{uncountable} **rice** left.

A: Have we got ^{uncountable} **any milk** or ^{countable} **teabags**?

B: No, and we haven't got **any coffee** or **paper plates**, either.

- Would you like **some coffee**?

3. Use **a few**, **several** and **many** with plural countable nouns in affirmative sentences.

Use **a little**, **a great deal of** and **much** with uncountable nouns in affirmative sentences.

USAGE NOTE: In affirmative sentences, **many** is more formal than *a lot of*; **much** is very formal.

- **BE CAREFUL!** Don't confuse **a few** and **a little** with *few* and *little*. **Few** and **little** usually mean 'not enough'.

- **A few people** got ill.
- **Several children** went to hospital.
- **Many people** agreed.
- They had **a little trouble** with the radio.
- They threw away **a great deal of food**.
- **Much planning** went into the rescue.

MORE FORMAL: **Many rescue workers** arrived.

LESS FORMAL: **A lot of rescue workers** arrived.

VERY FORMAL: He showed **much courage**.

LESS FORMAL: He showed **a lot of courage**.

- They received **a little news** last night.
(not a lot but probably enough)
- They received **little news** last night.
(probably not enough news)

4. Use **many** with countable nouns and **much** with uncountable nouns in questions and negative sentences.

USAGE NOTE: In questions and negative sentences, **many** and **much** are used in both formal and informal English.

A: How **many people** did you see?

B: We **didn't** see **many**.

A: How **much food** did they carry?

B: Not **much**.

1

IDENTIFY • Read this article about preparing for natural disasters. Underline the quantifiers + countable nouns. Circle the quantifiers + uncountable nouns.

BE PREPARED

Are you ready? Many people don't realise that some natural disasters such as earthquakes can strike with little warning. It may take several days for assistance to reach you. Prepare your disaster kit in advance! Here are a few tips.

- ⚡ Water may be unsafe to drink. Store enough water for several days. Each person needs five litres per day for cooking and washing.
- ⚡ You will also need food for several days. It's a good idea to store a lot of of tinned meat, fruit, vegetables and milk. However, also include several kinds of high-energy food, such as peanut butter and raisins. And don't forget some 'comfort food' like biscuits and chocolate!
- ⚡ If you haven't got any electricity, you might not have any heat, either. Keep some blankets, sleeping bags and extra clothes for everyone.
- ⚡ Prepare a first aid kit with some pain killers, several sizes of plaster and an antiseptic.
- ⚡ The cash machines might not be working. Have you got any cash? You shouldn't keep much money in the house but you should have a lot of small notes and a few larger notes, too.

2

CHOOSE • Circle the correct words to complete this radio interview between This Morning (TM) and food psychologist Angie Webber (AW).

TM: Dr Webber, in a crisis, a lot of / much people crave chocolate. Does comfort food have any / many real benefit?

AW: Yes. Several / A little types of food help give emotional balance. Chocolate gives an emotional lift because it contains a great deal of / many sugar, for example.

TM: What about mashed potatoes? When I'm down, I cook a lot of / much potatoes.

AW: They remind you of childhood, when you felt safe. Much / Many traditional foods comfort us in this way.

TM: I have a few / a little friends who eat comfort food to celebrate. Why?

AW: We have much / many changes in our lives today and a few / few ways to calm down. Comfort food tells us, 'Don't worry. Some / A little things are still the same.'

TM: We only have a few / a little time left. Tell us – what is your favourite comfort food?

AW: Strawberry ice cream. I always feel better after I've eaten a few / few spoonfuls.

3

COMPLETE • Read these conversations. Complete them with the correct words.

1. much, many, a few, a little

A: Hi, Barbara. Did you and Jim lose many trees in the storm?

B: Just one. And the house is OK. We only lost a few windows.

How about you?

A: We didn't have a little problems either. We didn't have a few time to shop before the storm but, thanks to the disaster kit, we had a few candles and a little food on hand.

2. little, a little, a few, few

A: It's interesting to see what we used up from the disaster kit. I noticed we've only got a little hot chocolate left.

B: That's because a few things taste better in a crisis. I bet there are more than a few tins of spinach, though.

A: Six tins. I suppose there's a few reason to buy more of that.

B: We learnt a few things about comfort foods during the storm, didn't we?

4

EDIT • Read this child's diary entry. Find and correct seven mistakes in the use of quantifiers. The first mistake has already been corrected.

We had a big storm last week and we lost the electricity for a few days. Once I got over being scared, it was fun – a bit like camping. We've got an electric heater so we didn't have some heat. We slept in our sleeping bags around the fireplace. We used up many wood! Mum baked some bread in a pan in the fireplace. She had to try several times but it was really good when it worked. We ate it with little butter. The first night, we had much problems working out what to do. It got dark early and we only had a little candles – and no TV! Jane is five and she was really frightened until we made hot chocolate over the fire. Finally, everybody took turns telling stories. I found out that Dad knows a lot good stories.

UNIT 58

Articles: Indefinite and Definite



An evil magician from **a** universe beyond ours is trying to conquer **the** Earth.

The magician is Zado. He has four helpers—and only **YOU** can destroy him!

SPACE DEFENDER
A NEW GAME FROM PLAYZAP

CHECK POINT

Tick the correct answer.

According to the advert for the video game:

- ☐ There is only one universe beyond ours. ☐ There is only one Earth.

INDEFINITE

DEFINITE

CHART CHECK

Circle T (True) or F (False).

T F **A/An** can be used with uncountable nouns.

T F **The** can be used with singular and plural nouns.

T F Use **the** when you mention a noun for the second time.

SINGULAR COUNTABLE NOUNS

	A/AN	NOUN
Let's rent	a	video game.
It's	an	adventure.

PLURAL COUNTABLE NOUNS/ UNCOUNTABLE NOUNS

	(SOME)	NOUN
Let's play	(some)	video games.
I won		gold.

SINGULAR COUNTABLE NOUNS

	THE	NOUN	
Let's rent		game	by Playzap.
It's	the	adventure	of Zado.

PLURAL COUNTABLE NOUNS/ UNCOUNTABLE NOUNS

	THE	NOUN	
Let's play		games	we rented.
It's	the	gold	Zado lost.

EXPRESS CHECK

Circle the correct articles to complete these sentences.

Playzap has a / the new video game. A / The game is called *Space Defender*.

Grammar Explanations

Examples

The article you use before a noun depends on the kind of noun it is (countable or uncountable) and on how you are using the noun.

1. Use **the indefinite article a / an** with singular countable nouns when you mention a person, place or thing for the first time or when you are not referring to a particular person, place or thing.

Also use **a / an** for singular countable nouns when you are classifying a person, place or thing.

Use **a** before consonant sounds.

Use **an** before vowel sounds.

- **BE CAREFUL!** It is the sound, not the letter, that determines whether you use **a** or **an**.

- Let's buy **a video game**.
(Any video game. Not a particular game.)
- I'm reading about **a magician**.
(This is the first time I've mentioned the magician.)
- I'm **a pilot**.
- Rome is **a city**.
- A Dalmatian is **a type of dog**.
- **a** magician, **a** dog, **a** chair
- **an** author, **an** umbrella, **an** orange
- **a** universe
- **a** hostile army
- **an** honest man

2. Use **no article** or **some** with plural countable nouns, and with uncountable nouns when you mention a person, place or thing for the first time or when you are not referring to a particular person, place or thing.

- There are (**some**) books on the shelf.
(It isn't important which books they are.)
- I need to buy (**some**) sugar.
(I haven't mentioned this before.)

3. Use the **definite article the** with singular and plural nouns and countable and uncountable nouns when you mention a person, place or thing for the second time, or when you are referring to a particular person, place or thing that your listener knows about.

- **The magician** I told you about is on TV tonight.
(This is the second time I've mentioned him.)
- Your glasses are in **the kitchen**.
(You know which kitchen I'm talking about.)

4. Use **the** when the person, place or thing is unique – there is only one.

- **The moon** is 250,000 miles away.
(There's only one moon.)
- Jack's in **the garden**.
(We've only got one garden.)

5. Use **the** when a phrase or adjective such as *first*, *best*, *right*, *wrong* or *only* identifies which person, place or thing you are talking about.

- Donkey Kong was **the first video game** that had a story.
- Moonraker is **the last Bond film** I saw.
- The beach is **the only place** to be on a hot summer's day.

1

CHOOSE & DESCRIBE • Read these conversations. Circle the letter of the statement that best describes each conversation.

1. LIZ: I'm bored. Let's rent a video game.
FRED: OK.
a. Fred knows which game Liz is going to rent.
b. Fred and Liz aren't talking about a particular game.
2. LIZ: Mum, where's the new video game?
MUM: Sorry, I haven't seen it.
a. Mum knows that Liz has rented a new game.
b. Mum doesn't know that Liz has rented a new game.
3. FRED: I'll bet it's in the kitchen. You always leave your things there.
LIZ: I'll go and look.
a. There are several kitchens in Fred and Liz's house.
b. There is only one kitchen in Fred and Liz's house.
4. FRED: Was I right?
LIZ: You weren't even close. It was on a chair in the hall.
a. There is only one chair in the hall.
b. There are several chairs in the hall.
5. FRED: Wow! Look at that! The graphics are brilliant.
LIZ: So is the music.
a. All video games have good graphics and music.
b. The game Liz has rented has good graphics and music.
6. LIZ: That was fun. But why don't we rent a sports game next time?
FRED: Good idea. I love sports games.
a. Fred is talking about sports games in general.
b. Fred is talking about a particular sports game.

2

CHOOSE & COMPLETE • Circle the correct articles to complete this paragraph.

Board games are popular all over a / the world. Mah Jong is an / the example of a / an very old one. I had an / a uncle who had an / the old set from Singapore. He kept a / the set in the / a beautiful box in a / the living room. He used to open the / a box and tell me about the / a pieces. They were made of bamboo and each one had a / the Chinese character on it. To me, they were the / a most fascinating things in a / the world.

3 COMPLETE • Read each conversation. Complete it with the appropriate article (a, an, or the).

1. A: _____ A _____ car has just pulled up. Are you expecting someone?
B: No, I'm not. I wonder who it is.
2. A: Can we use _____ car?
B: OK, but bring it back by 11:00 o'clock.
3. A: Let's turn off _____ game system before we leave.
B: We don't have to. We can just leave it on pause.
4. A: Have you got _____ game system?
B: Yes, I have. I've just bought a Sega Genesis.
5. A: Can you see the video shop? I was sure it was on the High Street.
B: I think it's on _____ side street but I'm not sure which one.
6. A: There it is.
B: Good. You can park opposite _____ shop.
7. A: Excuse me, have you got any new games?
B: _____ newest games are over there.
8. A: We'd better go. We've been here for _____ hour.
B: That was _____ shortest hour I've ever spent.
9. A: Excuse me. I'd like to rent this game.
B: Just take it to _____ cash desk.

4 EDIT • Read this magazine article about video games. Find and correct nine mistakes in the use of articles. The first mistake has already been corrected.

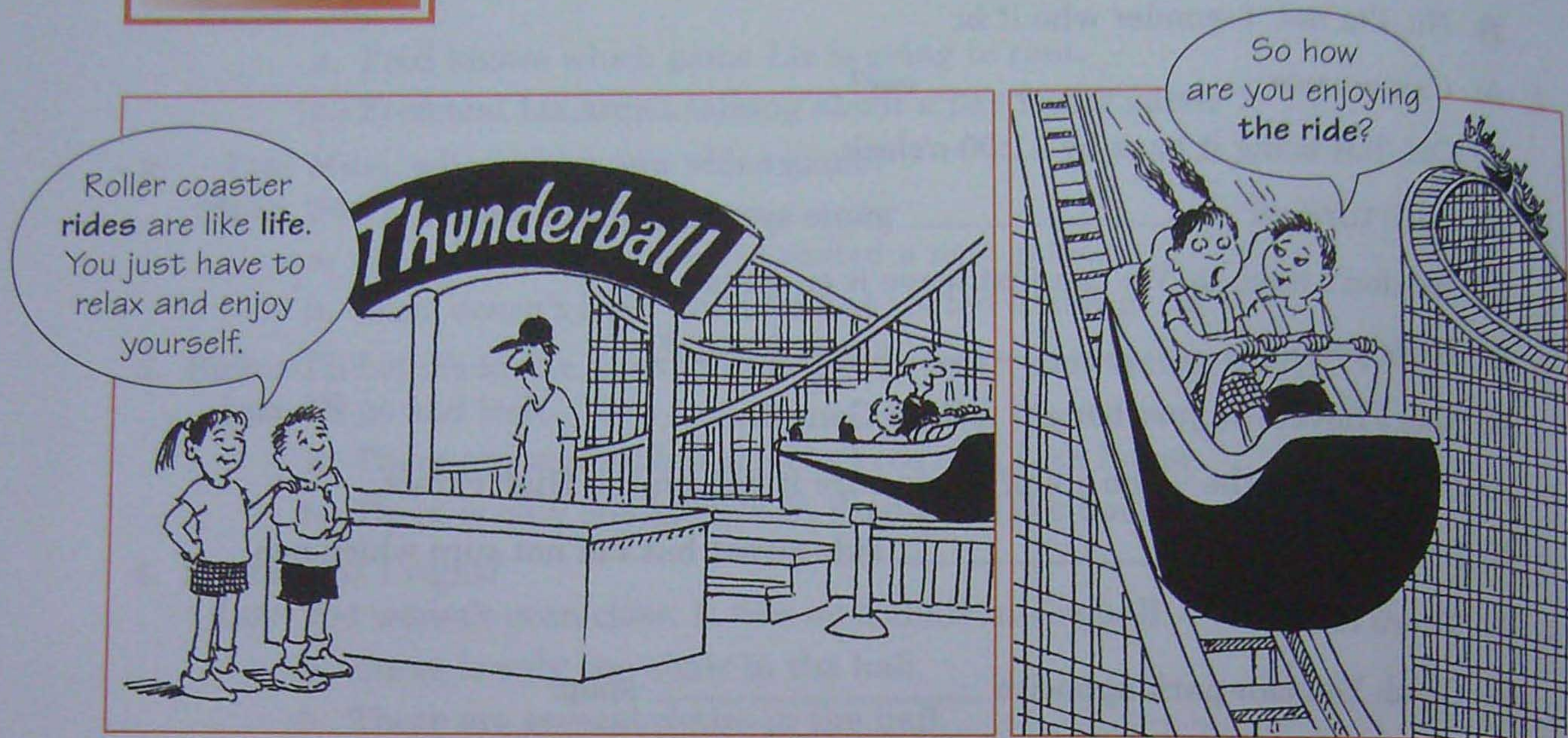
The plumber

Once there was a plumber called Mario. ~~Plumber~~ had beautiful girlfriend. One day, a ape fell in love with the girlfriend and kidnapped her. The plumber chased ape to rescue his girlfriend.

This simple tale became *Donkey Kong*, a first video game with a story. It was invented by Sigeru Matsimoto, a artist with Nintendo, Inc. Matsimoto loved the video games but he wanted to make them more interesting. He liked fairy tales so he invented story similar to a famous fairy tale. Story was an immediate success and Nintendo followed it with *The Mario Brothers*. The rest is video game history.

UNIT 59

Ø (No Article) and The



CHECK POINT

Tick the correct answer.

Who is talking about roller coaster rides in general?

- ☐ the little girl ☐ the little boy

CHART CHECK

Tick the correct answer.

You can use **Ø** (no article) for a noun that is:

- ☐ indefinite
☐ definite

You can use **Ø** for a countable noun that is:

- ☐ singular
☐ plural

NO ARTICLE (INDEFINITE)

Ø + UNCOUNTABLE NOUN

Do you like **candy floss**?

Ø + PLURAL COUNTABLE NOUN

Rides can be very exciting.

THE (DEFINITE)

THE + UNCOUNTABLE NOUN

The candy floss in this park is great.

THE + PLURAL COUNTABLE NOUN

The rides in this park are exciting.

THE + SINGULAR COUNTABLE NOUN

The ride near the entrance is exciting.

EXPRESS CHECK

Circle **the** or **Ø** (no article) to complete these sentences.

A: Did you enjoy Ø / the roller coaster ride?

B: Yes, I love Ø / the roller coaster rides.

A: And did you try Ø / the candy floss?

B: No. I don't like Ø / the candy floss. It's always too sweet.

Grammar Explanations

Examples

1. We often use **Ø (no article)** before uncountable nouns and plural countable nouns that are **indefinite** (not specific).

Use **Ø** when you:

- a. have **no specific** person, place or thing in mind.
- b. **classify** (say what something or someone is).
- c. make **general statements**.

A: What do you want to do tonight?

B: Let's stay at home. We can listen to **music** or watch **videos**.

A: What's that?

B: It's **candy floss**.

A: And what are those?

B: They're **tickets** for the roller coaster. I bought them while you were on the phone.

■ **Candy floss** is very sweet.
(candy floss in general)

■ **Roller coasters** are popular.
(roller coasters in general)

2. Use **the** with uncountable nouns and countable nouns (singular and plural) that are **definite** – when you are talking about a **specific or unique** person, place or thing that you and your listener know about.

A: Can I taste **the candy floss**?

B: Of course. Have as much as you like.

A: Where are **the tickets** for **the roller coaster**?

B: I put them in my pocket.

A: This is **the best roller coaster** in **the world**.

3. **BE CAREFUL!** Singular countable nouns cannot stand alone. You must always use either an article, a pronoun, *one* or a word such as *this*, *that*, *each* or *every* before a singular countable noun.

■ This is **a** delicious **meal**.
NOT ~~This is delicious meal.~~

■ It's hard to eat just **one biscuit**, isn't it?

■ Give me **that biscuit**! You've had enough.

■ It's **my biscuit**.

1

IDENTIFY • Read this announcement for a new theme park. Underline all the common nouns that have no articles. Circle all the nouns with **the**.

Grand Opening!

Do you enjoy theme parks? Tomorrow, Blare Gardens will open to the public for the first time. The park features a wide variety of rides and games that will appeal to both adults and children. And, of course, a theme park would not be complete without candy floss and hot dogs. The food at Blare Gardens promises to be very good. Come early, bring the whole family and be sure to stay for the firework display that takes place just after the sun sets. So check it out! You won't be disappointed.

2

CHOOSE • Circle the correct words to complete this magazine article.

Thrills and Spills

Why do people around the / Ø world flock to the / Ø theme parks? The / Ø places like Disney World and Alton Towers offer the / Ø fun, relaxation and escape from the / Ø problems and boredom of everyday life. They offer the / Ø adults and children alike a chance to take the / Ø risks without the / Ø consequences. Thanks to advances in the / Ø technology, the / Ø accidents in the / Ø theme parks are now rare. You can go on the / Ø rides that look scary but are actually safe. You can scream and laugh as the / Ø roller coaster races down toward the / Ø ground and loops up to the / Ø sky again, leaving your cares and troubles behind.

Even though the / Ø roller coasters are the / Ø most popular of all the / Ø rides, they are not for everyone. But don't worry. Today's theme parks offer a lot more than the / Ø thrills and spills. There are train rides through a replica of the / Ø rain forest. And there are the / Ø games with the / Ø prizes, too. The / Ø hot dogs, ice cream and candy floss complete the / Ø picture of this perfect getaway for the / Ø whole family.



3 **COMPLETE** • Read this conversation about a theme park. Complete the sentences with **the** where necessary. Use **Ø** if you don't need an article.

A: I'm going to Blare Gardens next weekend. You work there. What's it like?

B: That depends. Do you like Ø scary rides? If you do, then you're going to love 2. rides at Blare Gardens.

A: What's 3. most exciting ride there?

B: The Python. I've seen people actually shaking with fear before they got on it.

A: Sounds like 4. fun. By the way, what's 5. food like? I hate 6. hot dogs.

B: Then you might have a little problem. They sell 7. hot dogs and 8. pizza and that's about all. But do you like 9. music?

A: I love it. I listen to 10. music all the time. Why?

B: 11. music at Blare Gardens is great. They have 12. best pop groups in 13. whole country.

A: What exactly do you do there? Maybe we'll see you.

B: I dress up like a cartoon character and guide people around 14. park.

4 **EDIT** • Read this postcard from Blare Gardens. Find and correct eight mistakes in the use of **the** and **Ø** (no article). The first mistake has already been corrected.

Blare Gardens Amusement Park



Hi! Blare Gardens is excellent! This the is best holiday we've ever been on!

I love the rides here. I've been on the roller coasters before but nothing is like the one they've got here! And food is great, too. I usually don't eat the hot dogs but hot dogs here are great. So is pizza. Do you like the theme parks? If so, you've got to get your family to come. The only problem is crowds here. People have to queue to get into everything – even the toilets!

See you soon.

Nicky



To: Richard Turner
27 Park Street
OXFORD
OX2 6PP

UNIT 60

Reflexive Pronouns and Reciprocal Pronouns



'I will not talk to myself, I will not talk to myself.'

CHECK POINT

Circle T (True) or F (False).

T F The man is talking to another person.

CHART CHECK

Circle T (True) or F (False).

T F Singular reflexive pronouns end in **-selves**.

T F Reciprocal pronouns always refer to more than one person.

REFLEXIVE PRONOUNS

SUBJECT PRONOUN		REFLEXIVE PRONOUN
I	looked at	myself.
You		yourself.
He		himself.
She		herself.
It		itself.
We		ourselves.
You		yourselves.
They		themselves.

RECIPROCAL PRONOUNS

SUBJECT PRONOUN		RECIPROCAL PRONOUN
We You They	looked at	each other. one another.

EXPRESS CHECK

Circle the correct words to complete this conversation.

A: Is someone in there with you or are you talking to yourself / themselves?

B: No one's here. I'm just talking to one another / myself.

Grammar Explanations

Examples

1. Use a **reflexive pronoun** when the subject and object of a sentence refer to the same people or things.

In **imperative sentences** use:

- **yourself** when the subject is singular
- **yourselves** when the subject is plural

subject = object

- **Sara** looked at **herself** in the mirror.
(Sara looked at her own face.)

- 'Don't push **yourself** so hard, **Tom**,' Sara said.
- 'Don't push **yourselves** so hard, **guys**,' Sara said.

2. Use a **reflexive pronoun** to emphasise a noun. In this case, the reflexive pronoun usually follows the noun directly.

- Tom was upset when he lost his job. The **job itself** wasn't important to him but he needed the money.

3. **By + a reflexive pronoun** means *alone* or *without any help*.

Be + a reflexive pronoun means *behave in the usual way*.

- Sara lives **by herself**.
(Sara lives alone.)
- We painted the house **by ourselves**.
(No one helped us.)
- Just **be yourself** at your interview.
(Behave the way you usually behave.)
- He **wasn't himself** after he lost his job.
(He seemed different.)

4. Use a **reciprocal pronoun** when the subject and the object of a sentence refer to the same people and these people have a two-way relationship. Use **each other** when the subject is two people. Use either **one another** or **each other** when the subject is more than two people.

subject = object

- **Tom and Sara** met **each other** at work.
(Tom met Sara and Sara met Tom.)

subject = object

- **We all** told **one another** about our jobs.

OR

subject = object

- **We all** told **each other** about our jobs.
(Each person swapped information with every other person.)

- **BE CAREFUL!** Reciprocal pronouns and plural reflexive pronouns have different meanings.

- Fred and Jane talked to **each other**.
(Fred talked to Jane and Jane talked to Fred.)
- Fred and Jane talked to **themselves**.
(Fred talked to himself and Jane talked to herself.)

5. **Reciprocal pronouns** have possessive forms: **each other's**, **one another's**.

- Tom and Sara took **each other's** numbers.
(Tom took Sara's number. Sara took Tom's number.)

Check it out!

For a list of verbs and expressions commonly used reflexively, see Appendix 16 on page 340.

1

IDENTIFY • Read this article about self-talk. Underline the reflexive pronouns once and the reciprocal pronouns twice. Draw an arrow to the word that each pronoun refers to.

SELF-TALK

Self-talk is the way we explain a problem to ourselves. It can affect the way we feel and the way we behave. Tom and Sara, for example, both lost their jobs when their company laid off a lot of people. Sara kept herself fit and spent time with friends. Tom gained ten pounds and spent all his time by himself. They were both unemployed so the situation itself can't explain why they acted so differently from each other. The main difference was the way Tom and Sara explained the problem to themselves. Sara believed that she herself could change her situation. Tom saw himself as helpless. Later, everyone got their jobs back. When they all talked to one another back at the office, Tom grumbled, 'They must have been desperate.' Sara replied, 'They finally realised they need us!'

2

CHOOSE • Tom and Sara's company held an office party. Choose the correct reflexive or reciprocal pronouns to complete the conversations.

- A:** Do you mind if we pour ourselves a drink?
(myself / ourselves)

B: Of course not. And there's food, too. Please help yourself.
(yourselves / themselves)
- A:** That's the new head of Marketing. She's standing by herself.
(herself / himself)

B: Let's go and introduce ourselves.
(himself / ourselves)
- A:** I'm nervous about my date with Niki. I cut myself twice shaving.
(myself / herself)

B: You'll be fine. Just relax and be yourself.
(yourselves / yourself)
- A:** My boss and I always give ourselves the same presents. Every year I give him a book and he gives me a scarf.
(ourselves / each other)

B: Funny. I always thought you bought yourself a lot of scarves.
(yourself / himself)
- A:** The new software is so easy, it just seems to run by itself.
(itself / myself)

B: Really? In our department, we're still teaching themselves how to use it.
(themselves / ourselves)
- A:** Did you and Andrew go to Japan by yourself or with a tour group?
(yourself / yourselves)

B: With a group. We've all kept in touch with one another since the trip.
(one another / ourselves)

3

COMPLETE • George Prudeau is a French teacher. Complete his talk to a group of new teachers. Use reflexive and reciprocal pronouns.

I teach French but the subject itself ^{1.} isn't that important. I think my experience applies to all subjects. Your first year may be hard so teach ^{2.} to think positively and keep things simple. Remember that a good teacher helps students learn by ^{3.}. Recently, John, one of my students, was having trouble teaching ^{4.} how to bake French bread. I encouraged him to keep trying and in the end he succeeded. As far as discipline goes, I have a few rules. I tell my students, 'Keep ^{5.} busy. Discuss the lessons but don't interfere with ^{6.}'s work.' Keep teaching materials simple, too. I pride ^{7.} on being able to teach anywhere, even on a street corner. Finally, the salary for teachers is not great but you have a lot of freedom. I run my class by ^{8.} – just the way I want to. You will all have to decide for ^{9.} if it's worth it. I can't afford to travel much but I satisfy ^{10.} with trips to Calais!

4

EDIT • Read this woman's diary. Find and correct eight mistakes in the use of reflexive and reciprocal pronouns. The first mistake has already been corrected.

I forgot to call Sam on his birthday. I reminded ~~me~~ ^{myself} all day and I still forgot! I felt terrible. My sister, Anna, said, 'Don't be so hard on yourselves,' but I didn't believe her. She prides her on remembering everything. Then I read an article on self-talk. It said that people can change the way they explain problems to themselves. I realised that the way I talk to me is insulting – like the way our maths teacher used to talk to us. I thought, Sam and I treat each other well. He forgave myself for my mistake straightaway and I forgave him for forgetting our dinner date two weeks ago. Sam and I could forgive themselves so I suppose I can forgive me.

SECTION ONE

Circle the letter of the correct answer to complete each sentence. Choose Ø when no article is needed.

EXAMPLE:

Jennifer never _____ coffee.

- (A) drink
(B) drinks

- (C) is drinking
(D) was drinking

A **B** C D

1. I introduced _____ to Bill as soon as I saw him. A B C D
(A) himself (C) myself
(B) me (D) each other
2. The job _____ isn't a problem. It's my boss. A B C D
(A) myself (C) himself
(B) itself (D) it
3. The students write cards to _____ during the holidays. A B C D
(A) themselves (C) each other's
(B) ourselves (D) one another
4. What a beautiful bracelet! Is it made of _____ gold? A B C D
(A) the (C) Ø
(B) some (D) a
5. I bought _____ bottled water before the trip. A B C D
(A) a lot of (C) twelve
(B) a few (D) many
6. How _____ eggs do you need for the cake? A B C D
(A) many (C) Ø
(B) much (D) more
7. She was lonely because she had _____ friends at first. A B C D
(A) little (C) few
(B) a little (D) a few
8. That's _____ best film I've ever seen. A B C D
(A) a (C) the
(B) an (D) Ø
9. Sue's in _____ Germany on holiday. A B C D
(A) a (C) Ø
(B) an (D) the
10. Frank's _____ astronaut. There are six of them on this mission. A B C D
(A) Ø (C) an
(B) a (D) the

11. – I've just rented _____ video.
– Great! Which one?

(A) the (C) a
(B) some (D) any

A B C D

12. We haven't got _____ fruit left. Could you buy some apples?
(A) much (C) little
(B) some (D) many

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A B C D

A B C **D**

13. There are a lot of food in the fridge so help yourself.

A B C D

A B C D

14. Do your families come for christmas or do you celebrate
by yourselves?

A B C D

A B C D

15. The news are starting so let's watch TV in the living room.

A B C D

A B C D

16. Lee wants to open his business in may and start working
for himself.

A B C D

A B C D

17. I myself don't eat chilli but it's the most popular spice in a world.

A B C D

A B C D

18. A money isn't everything – the job itself has to be interesting.

A B C D

A B C D

19. Mathematics isn't Jeff's best subject but he succeeds with the
hard work.

A B C D

A B C D

20. How many times do we have before the film starts?

A B C D

A B C D

21. Smith was an unpopular MP so he had a few friends in politics.

A B C D

A B C D

22. We have only a few milk left so could you pick some up for us?

A B C D

A B C D

23. We didn't know one another names before Maria introduced us.

A B C D

A B C D

24. Ben has to save a few money so that he can go to school in the autumn.

A B C D

A B C D

25. I met an accountant and a lawyer at your party and an accountant
said he'd help me.

A B C D

A B C D

UNIT 61

The Passive: Overview

CHECK POINT

Tick the information you can get from the advert.

- ☐ the name of the founder
- ☐ the number of years the magazine has existed
- ☐ the price of the magazine



The World Keeps
Informed With
Reader's Digest



Reader's Digest was founded in 1922.

Today it is read by people in every country in the world. Shouldn't you be one of them? Subscribe today.

CHART CHECK

Circle T (True) or F (False).

T F The object of an active sentence becomes the subject of the passive sentence.

T F Passive statements always have a form of the verb **be**.

T F Passive statements always have an object.

ACTIVE

OBJECT

Millions of people **buy it**.

OBJECT

Someone **published it** in 1922.

PASSIVE

SUBJECT

It is bought by millions of people.

SUBJECT

It was published in 1922.

PASSIVE STATEMENTS

SUBJECT	BE (NOT)	PAST PARTICIPLE	(BY + OBJECT)	
It	is not/Isn't	bought	by millions of people.	
It	was not/wasn't	published		in 1922.

YES/NO QUESTIONS

BE	SUBJECT	PAST PARTICIPLE	
Is	it	sold	in China?
Was			

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes, it	is.	No, it	isn't.
	was.		wasn't.

WH- QUESTIONS

WH- WORD	BE	SUBJECT	PAST PARTICIPLE
Where	is	it	sold?

EXPRESS CHECK

Complete this sentence with the passive form of the verb **print**.

How many copies of *Reader's Digest* _____ last year?

Grammar Notes

1. **Active** and **passive sentences** usually have the same meaning but the focus is different.

Examples**ACTIVE**

- Millions of people **read** the magazine.
(The focus is on the people.)

PASSIVE

- The magazine **is read** by millions of people.
(The focus is on the magazine.)

2. Form the **passive** with the **correct** form of **be** + **past participle**.

- It **is written** in nineteen languages.
- It **was published** in 1922.
- These copies have just **been printed**.

3. Use the **passive** when:

- the agent (the person or thing doing the action) is unknown or not important.
- the identity of the agent is clear from the context.
- you want to avoid mentioning the agent.

- The magazine **was founded** in 1922.
(I don't know who founded it.)
- The magazine **is sold** in newsagents.
(We can assume that the people who work in the newsagent's sell it. We don't need to mention them.)
- Some mistakes **were made** in that article.
(I know who made the mistakes but I don't want to blame the person who made them.)

4. Use the **passive with by** if you mention the agent.

Mention the **agent** when:

- you introduce necessary new information about the agent.
 - you want to give credit to someone who created something.
 - the agent is surprising or interesting.
- **BE CAREFUL!** In most cases, you do not need to mention an agent in passive sentences. Do not include an agent unnecessarily.

- The article **was written by a psychologist**.

- John Dent is a famous sports writer. He **has just been hired by Sports Weekly** to write a monthly column.
(The name of John's employer is necessary new information.)

- The article **was written by John Dent**.

- Our windows **are washed by a robot**.

- The magazine **is published** once a week.
~~NOT The magazine is published by the publisher once a week.~~

CHOOSE • Read these sentences and decide if they are **Active (A)** or **Passive (P)**.

1. *Reader's Digest* was founded in 1922.

2. Millions of people read it.

3. A large-type edition is also printed.

4. They also record it.

5. *Reader's Digest* is published once a month.

6. It has been translated into many languages.

7. Many readers subscribe to the magazine.

8. It is sold in newsagents throughout the country.

9. I read an interesting article in it.

10. The article was written by a famous scientist.



READ & COMPLETE • Look at the chart. Then complete the sentences. Use the verb **speak** in the active or the passive form.

LANGUAGE	NUMBER OF SPEAKERS (IN MILLIONS)
Arabic	246
Cantonese (China)	71
English	508
Ho (Bihar and Orissa States, India)	1
Japanese	126
Spanish	417
Swahili (Kenya, Tanzania, Uganda, Democratic Republic of Congo)	49
Tagalog (Philippines)	57

1. Japanese is spoken by 126 million people

2. One million people speak Ho.

3. _____ by 57 million people.

4. Spanish _____

5. _____ Cantonese.

6. _____ 246 million people.

7. More than 500 million people _____.

8. _____ in Uganda.

3

COMPLETE • Use the passive form of the verbs in the first set of brackets to complete this report. Include the agent (from the second set of brackets) only if absolutely necessary.

Modern Reader Newsletter

TENTH ANNIVERSARY ISSUE

DID YOU KNOW...?

- ◆ Modern Reader was founded by A. J. Thompson ten years ago.
1. (found) (A. J. Thompson)
- ◆ At first it was printed only in English.
2. (print) (~~the printer~~)
- ◆ Today it is published in three foreign-language editions.
3. (publish) (the publisher)
- ◆ It is read in more than ten countries.
4. (read) (readers)
- ◆ Since 2000, twenty new employees have been hired.
5. (hire) (our international offices)
- ◆ Back at home, ten new computers have been purchased last month.
6. (purchase) (the company)
- ◆ They are used to write our award-winning articles.
7. (use) (our writers)
- ◆ Modern Reader is advertised all over the world.
8. (advertise) (advertisers)
- ◆ Our editorial staff was interviewed last month.
9. (interview) (Live at Ten TV)
- ◆ The interview was seen.
10. (see) (millions of viewers)

4

EDIT • Read an editor's notes for a story for Modern Reader. Find and correct eight mistakes in the use of the passive. The first mistake has already been corrected.

are located

Two-thirds of Bolivia's five million people ~~locate~~ **are located** in the cool western highlands known as the Altiplano. For centuries, the grain quinoa has been ~~grew~~ **grown** in the mountains. Llamas bred for fur, meat and transportation. And tin, Bolivia's richest natural resource, is ~~mining~~ **being mined** by miners in the high Andes.

The Oriente, another name for the eastern lowlands, is mostly tropical. Rice is the major food crop and cows are raised for milk. Oil is also ~~find~~ **found** there.

Although Spanish is the official language, Native American languages are still spoken by people. Traditional textiles are woven by hand and music played on reed pipes whose tone resembles the sound of the wind blowing over high plains in the Andes.

UNIT 62

The Passive with Modals

Bill, something **should be done** about Ed. He snores so loudly he's going to knock us out of orbit!

I know, Carla. He **can be heard** back on Earth!

zZzZzZ

CHECK POINT

Tick the correct answer.

According to Carla,

- ☐ Ed needs to do something about his snoring.
- ☐ somebody should do something about Ed's snoring.

CHART CHECK 1

Circle T (True) or F (False).

T F Passives with modals always use **be**.

T F You cannot use modals with the passive to talk about the future.

STATEMENTS

SUBJECT	MODAL*	BE	PAST PARTICIPLE	
The crew	will not/won't should not/shouldn't must not/mustn't	be	replaced	next month.

SUBJECT	HAVE (GOT) TO/ BE GOING TO	BE	PAST PARTICIPLE	
The crew	have (got) to don't have to are (not) going to	be	replaced	next month.

*Modals have only one form. They do not have -s in the third person singular.

CHART CHECK 2

Tick the correct answer.

What comes before the subject in questions?

- ☐ **be**
- ☐ a modal or an auxiliary verb

YES/NO QUESTIONS

MODAL	SUBJECT	BE	PAST PARTICIPLE
Will	they	be	replaced?
Should			

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes, they	will.	No, they	won't.
	should.		shouldn't.

YES/NO QUESTIONS					SHORT ANSWERS			
AUXILIARY VERB	SUBJECT	HAVE TO/ GOING TO	BE	PAST PARTICIPLE	AFFIRMATIVE		NEGATIVE	
Do	they	have to	be	replaced?	Yes, they	do.	No, they	don't.
Are		going to				are.		aren't.

EXPRESS CHECK

Complete this conversation with the passive form of **will prepare**.

A: _____ food _____ on board?

B: No, it _____. It _____ on Earth.

Grammar Explanations**Examples**

1. To form the passive with a modal, use **modal + be + past participle**.

- The Space Shuttle **will be launched** soon.
- The launch **won't be postponed**.
- The crew **must be given** time off.
- Decisions **shouldn't be made** too quickly.

2. Use **will** or **be going to** with the passive to talk about the **future**.

- It **will be launched** very soon.
- OR
- It's **going to be launched** very soon.

3. Use **can** with the passive to express **present ability**.

Use **could** with the passive to express **past ability**.

- The blastoff **can be seen** for miles.
- It **can't be done**.
- It **could be seen** very clearly last year.
- The reports **couldn't be filed** in time.

4. Use **could**, **may** and **might** with the passive to express **future possibility**.

- It **could be launched** very soon.
- French scientists **may be invited** to participate.
- Plants **might be grown** on board.

5. Use **should**, **ought to**, **had better**, **have (got) to** and **must** with the passive to express:

a. **advisability**

- The crew **should be prepared** to work hard.
- Crew members **had better be given** a day off.
- Privacy **ought to be respected**.

b. **necessity**

- Reports **have to be filed**.
- Everyone **must be consulted**.

IDENTIFY • Read this article about the International Space Station, Unity. Underline all the passives with modals.

Living in Outer Space

Space Station Unity will be completed within the next decade and international teams of astronauts will then be sharing close quarters for long periods of time. What can be done to improve living conditions in space? Here's what former astronauts suggest:

- ✧ **FOOD** It doesn't taste as good in zero gravity. Food should be made spicier to overcome those effects. International tastes must also be considered.
- ✧ **CLOTHING** Layered clothing could help astronauts stay comfortable. The top layer could be removed or added as temperatures vary.
- ✧ **SLEEPING** Because of weightlessness, sleep is often interrupted in space. Comfortable restraints must be provided to give a sense of stability.
- ✧ **EMOTIONAL NEEDS** People need rest time in space just as they do on Earth. Time ought to be provided for relaxation and privacy.

COMPLETE • Comet Magazine (CM) is interviewing aerospace engineer Dr Bernard Kay (BK). Complete the interview with the passive form of the verbs in brackets.

CM: Dr Kay, I'd like to ask how meals will be handled in the Space Station.

_____ food _____ on board or
2. (Be going to / prepare)
_____ from tubes?
3. (squeeze)

BK: Neither. Gourmet meals _____ on Earth and then they _____ on board.

CM: The Space Station will have an international crew. How _____ food _____ to suit everyone's taste?

BK: An international menu _____. Food _____.
 7. (have to / offer) 8. (could / select)
 from food preference forms that the crew members complete.

CM: _____ dishes _____ on board?

BK: Probably. But utensils _____ to the plates so they won't fly around! Meals _____ as pleasant as possible.

3 CHOOSE & COMPLETE • Some scientists have just completed a simulation of life on the Station. Complete their conversations with the modals in brackets and the correct verbs from the box.

design improve keep remove solve

BRUCE: These simulations showed that there are still some problems. I hope they

can be solved

1. (can)

before the real thing. For example, the temperature

was

2. (should)

at 68°F but I was uncomfortably warm most of the time.

JOHN: The material for our clothing ought to be

3. (ought to)

Maybe clothing

could be

4. (could)

in layers. A layer

can be

5. (can)

if

it's too warm.

do deliver give store

DAVID: I didn't like the food very much. We ought to have

6. (ought to)

more fresh food.

STEPHEN: Well, fresh fruits and vegetables are going to be

7. (be going to)

by the shuttle regularly.

DAVID: What will be done

8. (will)

with the rubbish? Litter is already a problem.

STEPHEN: I'm sure it will be

9. (will)

on board and carried to Earth by the shuttle.

4 EDIT • Read an astronaut's diary notes. Find and correct seven mistakes in the use of the passive with modals. The first mistake has already been corrected.

I used the sleeping restraints last night and slept a lot better. They ought to ~~make~~ ^{be made} more comfortable, though. I felt trapped. I've just looked in the mirror. My face is puffy and my eyes are red. I'd better be got on the exercise bike right away. I can be misunderstanding when I look like this. Last night, Max thought I was angry with him for turning on 'Star Trek'. Actually, I love that programme. I might be given early lunch shift today. I hope they have more chilli. It's nice and spicy and the sauce can actually been tasted, even at zero gravity. Some of it had better be fly in on the shuttle pretty soon or there might be some unhappy astronauts! Speaking of unhappy, last night, Katy called and told me she was planning to leave school. I think she could be talk out of it but I'm afraid I'll get angry and shout if we discuss it. I might overheard by others. We need some privacy here!

UNIT 63

The Causative



CHECK POINT

Tick the correct answer.

The man wants to know if his girlfriend

- ☐ cut her own hair.
- ☐ went to a hairdresser's.

CHART CHECK

Circle T (True) or F (False).

- T F** The causative always has a form of the verb **be**.
- T F** You can form the causative with **have** or **get**.
- T F** The causative always needs an agent.

STATEMENTS

SUBJECT	HAVE/GET	OBJECT	PAST PARTICIPLE	(BY + AGENT)
She	has	her hair	cut	by Colin.
He	has had	his beard	trimmed.	
I	got	my car	repaired.	
She	is going to get	her lawn	cut.	

YES/NO QUESTIONS

AUXILIARY VERB	SUBJECT	HAVE/GET	OBJECT	PAST PARTICIPLE	(BY + AGENT)
Does	she	have	her hair	cut	by Colin?
Has	he	had	his beard	trimmed?	
Did	you	get	your car	repaired?	
Is	she	going to get	her lawn	cut?	

EXPRESS CHECK

Complete this conversation with the correct form of the verb **do**.

A: Where do you have your hair _____?

B: I don't have it _____. I _____ it myself.

Grammar Explanations**Examples**

1. Use the **causative** to talk about services that you arrange for someone to do for you.

- I used to colour my own hair but now I **have it coloured** at the hairdresser's.
- I **get my groceries delivered** by Derek.

- **BE CAREFUL!** Do not confuse the past simple causative (*had something done*) with the past perfect in active sentences (*had done something*).

SIMPLE PAST CAUSATIVE

- I **had it done** last week.
(Someone did it for me.)

PAST PERFECT

- I **had done it** before.
(I did it myself.)

2. Form the **causative** with the appropriate form of **have** or **get + object + past participle**.

The causative can be used in all tenses and with modals.

- I always **have my hair cut** by Colin.
- I **haven't had it done** since June.
- Last year I **got my jacket cleaned** once.
- Next week I'm **going to have my windows cleaned**.
- I'm **getting them done** by Spotless.
- I **had them cleaned** a long time ago.
- You **should get the car serviced**.
- You **ought to have it done** soon.

3. Use **by** when it is necessary to mention the person doing the service (the agent).

Do not mention the agent unnecessarily.

- Lynne has her hair done **by Colin**.
- Where does Lynne **get her hair done**?
NOT ~~Where does Lynne get her hair done by a hairdresser?~~

Check it out!

For more information about when to use an agent, see Unit 61, page 265.

1

TRUE OR FALSE • Read each person's statement. Write T (True) or F (False) for the sentence that follows.

- JACK:** I'm going to get my hair cut tomorrow after work.
 F Jack cuts his own hair.
- DEBRA:** I'm colouring my hair this afternoon.
 _____ Debra colours her own hair.
- AMY:** I didn't pack any nail polish because I had done my nails before the trip.
 _____ Amy did her own nails.
- JACK:** I'm thinking of getting the floors polished before the party.
 _____ Jack might hire someone to polish the floors.
- MARIE:** I had my flat painted two months ago.
 _____ Marie painted her own flat.
- TONY:** I'll wash the car this weekend.
 _____ Tony is going to wash the car himself.

2

FIND OUT & REPORT • It's 15 February. Look at the Davies's calendar and write sentences about things they **had done** and things they **are going to have done**.

FEBRUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	Debra – hairdresser 7
8	9	10	11	Jack – barber 12	carpets 13	Amy – dog groomer 14
Today's date 15	windows 16	17	18	19	20 food and drinks	party! 21
22	23	24	Amy – ears pierced 25	26	27	family photos 28

- They / have / photos / take They are going to have photos taken.
- Debra / get / her hair / perm Debra got her hair permed.
- Amy / have / the dog / groom _____
- They / get / the windows / clean _____
- They / have / the carpets / shampoo _____
- Amy / have / her ears / pierce _____
- Jack / get / his hair / cut _____
- They / have / food and drinks / deliver _____

3

CHOOSE & COMPLETE • Debra and Jack are going to have a party. Complete the conversations with the passive causative of the appropriate verbs in the box.

dry clean colour cut paint ~~shorten~~ clean

1. DEBRA: Your new dress is a bit long. Why don't you get it shortened ?
AMY: OK. They do alterations at the cleaners. I'll take it in tomorrow.
2. DEBRA: My blue dress has a small stain on it. I have to _____.
AMY: I can drop it off at the cleaners with my dress.
3. JACK: The house is ready, except for the windows. They look pretty dirty.
DEBRA: Don't worry. We _____ tomorrow.
4. DEBRA: Your hair is getting really long. I thought you were going to cut it.
AMY: I decided not to do it myself this time. I _____
by Colin.
5. DEBRA: My hair's getting a lot of grey in it. Should I _____ ?
JACK: It looks fine to me but it's up to you.
6. GUEST: The house looks beautiful. _____ you
_____ ?
JACK: No, actually we did it ourselves last summer.

4

EDIT • Read Amy's diary entry. Find and correct seven mistakes in the use of the passive causative. The first mistake has already been corrected.

21 February

The party was last night. It went really well! The house looked great. Mum and Dad had the floors polished and all the windows ~~clean~~ ^{cleaned} professionally so everything sparkled. And of course we had the whole house painted ourselves last summer. (I'll never forget *that*. It took us two weeks!) I wore my new black dress that I have shortened by Jill and I got cut my hair by Colin. He did a great job. There were a lot of guests at the party. We had almost fifty people invited and they almost all turned up! The food was great too. Mum made most of the main dishes herself but she had the rest of the food prepare by a caterer. Mum and Dad hired a professional photographer so at the end of the party we all took our photos. Dad's getting them back next week. I can't wait to see them!



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. This book _____ written in 2002.
(A) is (C) was
(B) has (D) were A B C D
2. Coffee is _____ in Colombia.
(A) grow (C) been growing
(B) grew (D) grown A B C D
3. Millions of people _____ the film.
(A) saw (C) will be seen
(B) were seen (D) must be seen A B C D
4. The meeting won't _____.
(A) cancel (C) been cancelled
(B) be cancelled (D) cancelled A B C D
5. Sally doesn't cut her own hair. She _____ at the hairdresser's.
(A) cuts it (C) has it cut
(B) has cut it (D) gets it A B C D
6. That book was written _____ Maya Angelou.
(A) at (C) from
(B) by (D) of A B C D
7. The report _____ soon.
(A) publishes (C) will be published
(B) is published (D) will publish A B C D
8. —When will the work be completed?
—It _____ be by June, but I'm not really sure.
(A) has (C) will
(B) might (D) won't A B C D
9. How often _____ your car serviced since you bought it?
(A) do you get (C) had you got
(B) did you get (D) have you got A B C D
10. I need to get my photo _____ for my website.
(A) take (C) taking
(B) taken (D) took A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

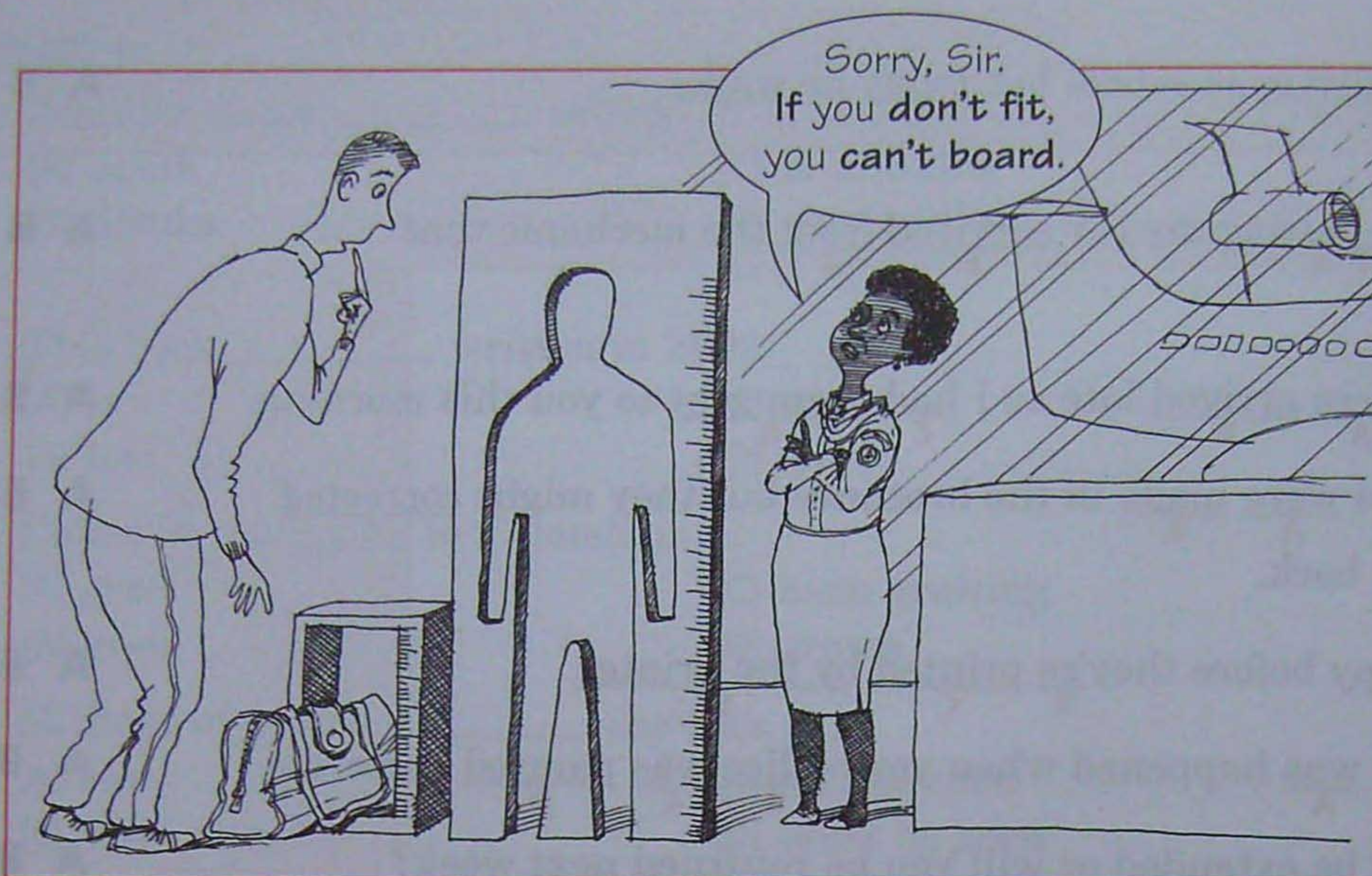
Mike usually drives to school but today he walks.

A B C **D**

11. Tomorrow I'm getting my car serviced from the mechanic that Jake uses.
A B C D
12. The reports were arrived late so I had them sent to you this morning.
A B C D
13. Some mistakes were made in the brochure but they might corrected before you get back.
A B C D
14. You'll see a copy before they're printed by the printer.
A B C D
15. A funny thing was happened when your office was painted yesterday.
A B C D
16. Will your stay be extended or will you be returned next week?
A B C D
17. I used to do my own taxes but now I have done them by an accountant.
A B C D
18. Before a final decision is reached, the various possibilities should probably discussed by the whole team.
A B C D
19. The house painted more than three years ago but I'm not going to have it done again for a while.
A B C D
20. We didn't know about the problem so it shouldn't be handled in time.
A B C D
21. A lot of crops can't be grew in the mountains because it gets too cold.
A B C D
22. That bit of pottery was found by an archaeologist while she was worked in this area.
A B C D
23. Does the lightbulb have to replaced or is it still working?
A B C D
24. Have you had your teeth clean yet by the new hygienist?
A B C D
25. The last payment shouldn't make until all the work has been completed and carefully checked.
A B C D

UNIT 64

Zero Conditionals



CHECK POINT

Circle T (True) or F (False).

T F The man may not be able to board the plane.

CHART CHECK

Circle T (True) or F (False).

T F The verbs in both clauses are in the present.

T F The *if* clause always comes first.

T F There is always a comma between the two clauses.

STATEMENTS

IF CLAUSE		RESULT CLAUSE
If	it snows ,	the airport closes .
	it's foggy,	planes can't leave .

YES/NO QUESTIONS

RESULT CLAUSE		IF CLAUSE	
Does the airport close	if	it snows?	
Can planes leave		it's foggy?	

WH- QUESTIONS

RESULT CLAUSE	IF CLAUSE
Why does air get lighter	if it expands ?

STATEMENTS

RESULT CLAUSE	IF CLAUSE	
The airport closes	if	it snows .
Planes can't leave		it's foggy.

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes ,	it does .	No ,	it doesn't .
	they can .		they can't .

EXPRESS CHECK

Match the if clauses with the result clauses.

- | | |
|--------------------------------------------|---------------------------------------|
| _____ 1. If you hate aeroplane food, | a. they often get jet lag. |
| _____ 2. You might not be able to board | b. you can order a special meal. |
| _____ 3. If people travel a long distance, | c. if you don't check in at the gate. |

Grammar Explanations**Examples**

1. Use **zero conditionals** to talk about general truths and scientific facts.

The *if* clause talks about the condition and the result clause talks about what happens if the condition occurs.

Use the **present simple** in both clauses.

- | | |
|----------------------------------|----------------------------|
| <i>if clause</i> | <i>result clause</i> |
| ■ If it's noon in Lima, | it's 6:00 p.m. in Rome. |
| <i>if clause</i> | <i>result clause</i> |
| ■ If air expands , | it becomes lighter. |

Note: *If* means *when* in these contexts.

2. You can also use **zero conditionals** to talk about habits and recurring events (things that happen again and again).

Use the present simple or present continuous in the *if* clause. Use the present simple in the result clause.

- | | |
|-----------------------------------|-----------------------------------|
| <i>if clause</i> | <i>result clause</i> |
| ■ If Bill flies , | he orders a special meal. |
| <i>if clause</i> | <i>result clause</i> |
| ■ If I'm travelling | a long way, I always fly . |

3. You can also use **modals** in the result clause.

- If you practise your Chinese every day, you **can improve** quickly.
- You **might learn** more if you listen to Chinese CDs.

4. Use the **imperative** in the result clause to give instructions, commands and invitations that depend on a certain condition.

- If you want the seat to recline, **press** the button.
- If the seat belt light is on, **don't leave** your seat.
- If you come to Tokyo, **stay** with us.

5. You can **begin conditional sentences** with the *if* clause or the result clause. The meaning is the same.

Use a **comma** between the two clauses only when the *if* clause comes first.

- **If the light goes on**, fasten your seat belt.
- OR
- Fasten your seat belt **if the light goes on**.

1

IDENTIFY • Read this article. In each zero conditional sentence, underline the result clause once. Underline the clause that expresses the condition twice.

PASSENGERS' RIGHTS

If you run into problems on your journey, remember your rights as a passenger. Often the airline company is required to compensate you for delays or damages. For example, the airline provides meals and hotel rooms if a flight is unduly delayed. However, the airline owes you a lot more if it caused the delay by overbooking. This can occur especially during holidays if airlines sell more tickets than there are seats. If all the passengers actually turn up, then the flight is overbooked. Airlines usually award upgrades or additional free travel to passengers who volunteer to take a later flight. However, if no one volunteers, your flight may be delayed. In that case, the airline must repay you 100 per cent of the cost of your ticket for a delay of up to four hours on an international flight. If the delay is more than four hours, you receive 200 per cent of the cost of your ticket.

2

SUMMARISE • Read these conversations about Hong Kong. Summarise the advice with zero conditional sentences.

1. **A:** I hate hot weather.

B: The best time to go to Hong Kong is November or December.

If you hate hot weather, the best time to go to Hong Kong is November or December.

2. **A:** I'm travelling with my children.

B: Take them to Lai Chi Kok Amusement Park in Kowloon.

3. **A:** We need a moderately priced hotel.

B: I suggest the Harbour View International House.

4. **A:** We like seafood.

B: There are wonderful seafood restaurants on Lamma Island.

5. **A:** I'm fascinated by Chinese opera.

B: You might like the street opera in the Shanghai Street Night Market.

6. **A:** I'd like to get a good view of Hong Kong.

B: You should take the funicular to the Peak.

3 COMBINE • Complete this interview between Careers Magazine (CM) and flight attendant Mary Soames (MS). Combine the sentences in brackets to make a zero conditional sentence. Use the same order. Make necessary changes in capitalisation and punctuation.

CM: How long are you usually away?

MS: If I go to the Bahamas, I have a two-day stopover.

1. (I go to the Bahamas. I have a two-day stopover.)

CM: What do you do for two days?

MS: I spend a lot of time at the pool. I stay at a hotel.

2. (I spend a lot of time at the pool. I stay at a hotel.)

3. (I stay with friends. I spend time with them.)

CM: Sounds nice.

MS: It's not so nice. I get a 'Dracula' flight.

4. (It's not so nice. I get a 'Dracula' flight.)

That's when you fly somewhere at midnight, spend four hours, and then fly back.

CM: Sounds like a tough job. Is it worth it?

MS: It's very rewarding. You don't mind hard work.

5. (It's very rewarding. You don't mind hard work.)

CM: Who walks the dog and waters the plants when you're away?

MS: You have three flatmates. You don't have trouble finding dogwalkers.

6. (You have three flatmates. You don't have trouble finding dogwalkers.)

CM: What's the best thing about this job?

MS: A flight has an empty seat. I travel free!

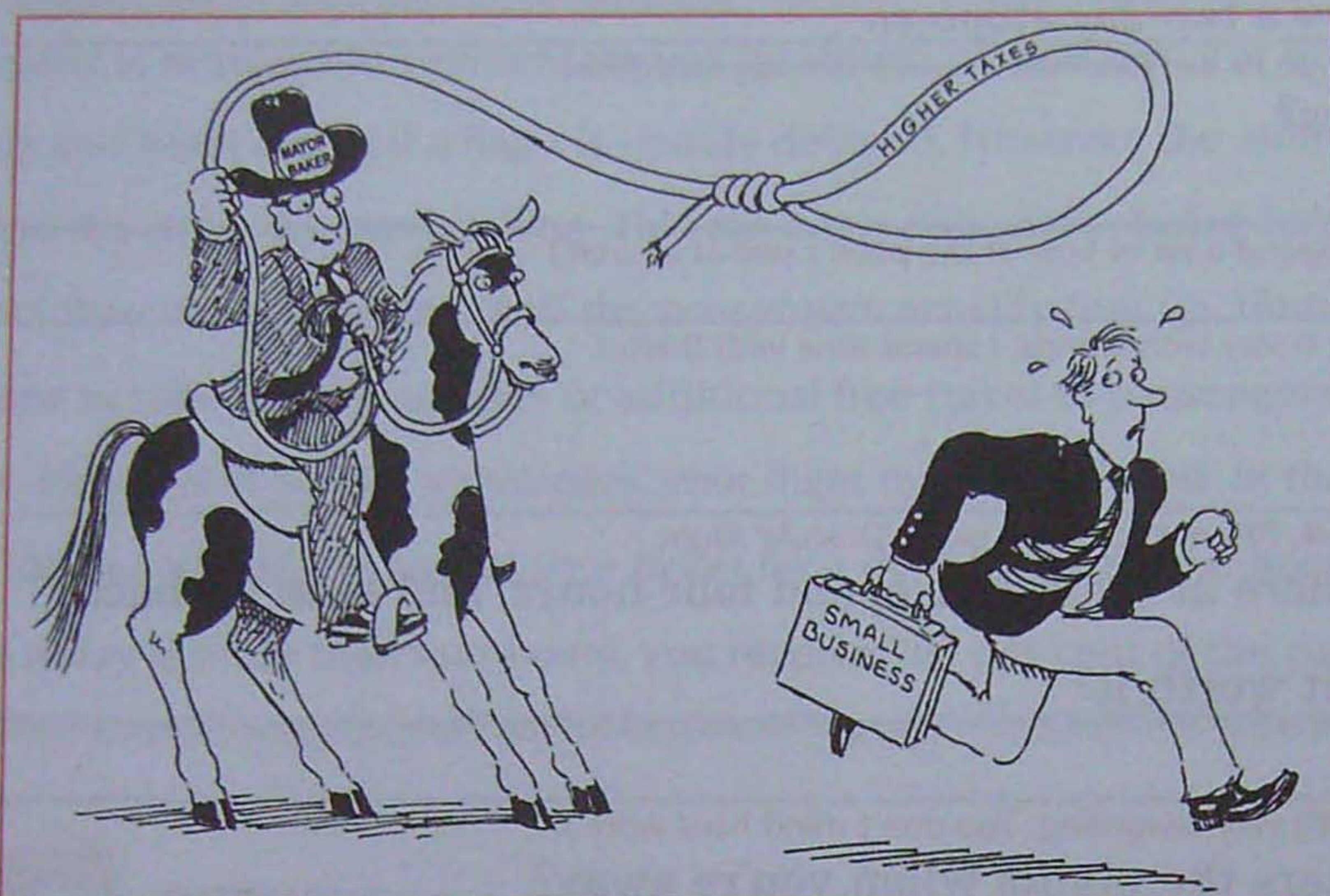
7. (A flight has an empty seat. I travel free!)

4 EDIT • Read Mary's diary entry. Find and correct seven mistakes in the use of zero conditionals. The first mistake has already been corrected. Don't forget to check punctuation!

What a great weekend! If Lou and Tony aren't the best hosts in the world, I ^{don't} ~~won't~~ know who is. I've invited them to London but if you live in the Bahamas, you rarely want to leave. Tomorrow at midnight, I am doing a round trip from London to Singapore. There's always a price to pay. If I get a free weekend, I always get a 'Dracula' flight afterwards. Oh, well. If I won't fall asleep, I can usually get a lot of reading done. Pat and Ken both flew to London yesterday. I hope someone can walk Frisky for me. Usually, if I'll be working, one of them is off. If Frisky is alone for a long time, he barked a lot. That disturbs the neighbours. Maybe I should just leave the TV on for him. He's always very calm, if the TV is on. Or maybe I'd better call Pat and ask her about her timetable. If it was 6:00 p.m. here in Singapore, it's 11:00 a.m. in London.

UNIT 65

First Conditionals



If Baker **raises** taxes, small businesses **will** leave.

CHECK POINT

Circle T (True) or F (False).

- T F** Baker is definitely going to raise taxes.
- T F** Small businesses are definitely going to leave.

CHART CHECK

Tick the correct answer.

Use the present simple in

- ☐ the **if** clause.
- ☐ the result clause.

Use a comma between the two clauses

- ☐ when the **if** clause comes first.
- ☐ when the result clause comes first.

AFFIRMATIVE STATEMENTS

IF CLAUSE: PRESENT

If Baker **wins**,

RESULT CLAUSE: FUTURE

he'll **raise** taxes.
he's **going to fight** crime.

NEGATIVE STATEMENTS

IF CLAUSE: PRESENT

If he **doesn't lower** taxes,

RESULT CLAUSE: FUTURE

businesses **won't survive**.

YES/NO QUESTIONS

RESULT CLAUSE: FUTURE

Will he **lower** taxes
Is he **going to fight** crime

IF CLAUSE: PRESENT

if he **wins the election?**

SHORT ANSWERS

AFFIRMATIVE

Yes, he

will.

is.

NEGATIVE

No, he

won't.

isn't.

WH- QUESTIONS		
RESULT CLAUSE: FUTURE		IF CLAUSE: PRESENT
What	will he do is he going to do	if he wins the election?

EXPRESS CHECK

Unscramble these words to form a sentence. Add a comma if necessary.

fight • she • crime • she'll • If • wins

Grammar Explanations**Examples**

1. Use **first conditional** sentences to talk about what will happen under certain conditions in the future. The *if* clause states the condition. The result clause states the result.

Use the **present simple** in the *if* clause. Use the **future** with **will** or **be going to** in the result clause.

You can also use a **modal** in the result clause.

- **BE CAREFUL!** Even though the *if* clause refers to the future, use the present simple.

if clause *result clause*

- **If** Baker **wins**, he'll **raise** taxes.
(It's a real possibility that Baker will win.)
- **If** Dent **wins**, she'll **improve** housing.
- **If** Dent **wins**, she's **going to improve** housing.
- If you want to vote, you **must register**.
- If you don't vote, you **might regret** it.
- **If** she **wins**, she'll fight crime.
NOT ~~If she will win...~~

2. You can **begin conditional sentences** with the *if* clause or the result clause. The meaning is the same.

Use a **comma** between the two clauses only when the *if* clause comes first

- **If you vote for Dent**, you won't regret it.
- OR
- You won't regret it **if you vote for Dent**.

3. **If** and **unless** can both be used in conditional sentences but their meanings are very different.

Use **unless** to state a negative condition.

Unless often has the same meaning as **if ... not**.

- **If** you vote, you'll have a say in the future of our country.
- **Unless** you vote, you won't have a say in the future of our country.
- OR
- **If** you **don't** vote, you won't have a say in the future of our country.

MATCH • Each condition will have a result. Match the condition with the appropriate result.

Condition		Result
f	1. If Dent wins, she	a. won't stay out of trouble.
	2. If she lowers taxes, business people	b. won't have a say in the government.
	3. If the education system improves, we	c. will have an educated work force.
	4. Unless young people have hope for the future, they	d. won't be able to vote.
	5. If crime decreases, this	e. will move their companies back to the city.
	6. Unless you register, you	f. will lower taxes.
	7. If you don't vote, you	g. will be a safer place to live.

COMPLETE • Read this interview between Politics Today (PT) and MP Daniel Baker (DB). Complete it with the correct form of the verbs in brackets and **if** or **unless**.

PT: What's the first thing you _____ if you
_____ elected?
1. (do) 2. (if / unless)
 3. (get)

DB: Well, it's been a long, hard campaign. _____ I _____,
I _____ a short break before I begin my new job.

PT: Sounds good. Where?

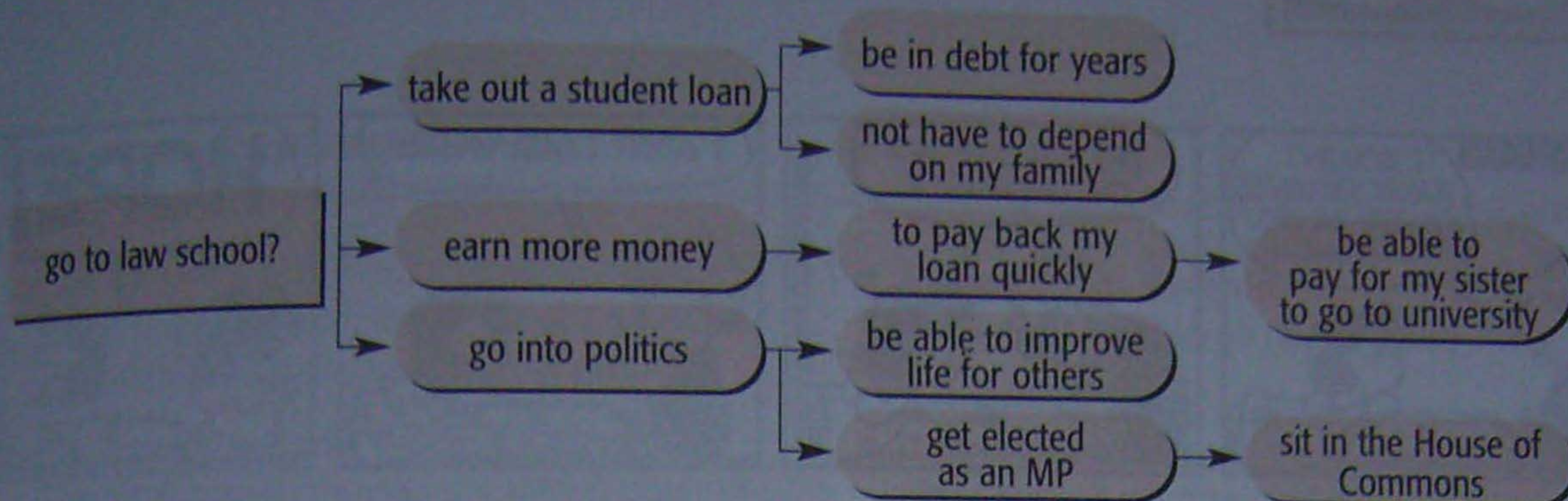
DB: Sorry, but I'd rather not say. _____ I _____ elected,
 I _____ to keep my personal life private. Even politicians need
 privacy.

PT: I can understand that. Now, every election has a winner and a loser.

What _____ you _____ **10. (do)** _____ **11. (if / unless)**
you _____ **12. (lose)** ?

DB: _____ I _____ this election, I _____ to be
 13. (If / Unless) 14. (lose) 15. (continue)
 active in politics. _____ all parties _____, this country
 16. (If / Unless) 17. (cooperate)
 _____ as great as it can be. Finally, _____ the people
 18. (not be) 19. (if / unless)
 _____ me to office this time, I _____ back next time
 20. (not elect) 21. (be)
 to try again!

3 COMBINE • Amy Chatsworth is trying to decide whether to go to law school. She made a decision tree to help her decide. In the tree, arrows connect the conditions and the results. Write sentences about her decisions. Use first conditional sentences.



1. If I go to law school, I'll take out a student loan.

2. If I take out a student loan, I'll be in debt for years.

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

4 EDIT • Read this diary entry. Find and correct six mistakes in the use of first conditionals. The first mistake has already been corrected. Don't forget to check punctuation!

Should I campaign for student union president? I'll have to decide soon if I ~~wanted~~ ^{want} to run. If I'll be busy campaigning, I won't have much time to study. That's a problem, because I'm not going to get a good job if I get good marks this year. On the other hand, there's so much to do in this university and nothing is getting done if John Healy becomes president again. A lot of people know that. But will I know what to do if I'll get the job? Never mind. I'll deal with that problem, if I win.

UNIT 66

Second Conditionals



CHECK POINT

Circle T (True) or F (False).

T F Schroeder, the piano player, wants to marry Lucy.

CHART CHECK

Circle T (True) or F (False).

T F Use the present simple in the **if** clause.

T F Use **were** for all subjects.

T F Use a comma between the two clauses when the result clause comes first.

AFFIRMATIVE STATEMENTS

IF CLAUSE: SIMPLE PAST		RESULT CLAUSE: WOULD + BASE FORM OF VERB
If	he loved her,	he would get married.
	he were* in love,	he'd get married.

*Note that *were* is used for all subjects with *be*.

NEGATIVE STATEMENTS

IF CLAUSE: SIMPLE PAST		RESULT CLAUSE: WOULD + BASE FORM OF VERB
If	he didn't love her,	he would not get married.
	he weren't in love,	he wouldn't get married.

YES/NO QUESTIONS

RESULT CLAUSE	IF CLAUSE	
Would I get married	if	I loved her?
		I were in love?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, I would.	No, I wouldn't.

WH- QUESTIONS

RESULT CLAUSE	IF CLAUSE	
What would you do	if	you loved her?
		you were in love?

EXPRESS CHECK

Circle the correct words to complete this question.

What will / would he do if / when he was / were a millionaire?

Grammar Explanations

1. Use **second conditional** sentences to talk about unreal, untrue, imagined or impossible conditions and their results in the present.

The *if* clause presents the unreal condition.
The result clause presents the unreal result of that condition.

Examples

if clause *result clause*
■ **If I loved** him, I **would marry** him.
(But I don't love him so I won't marry him.)

if clause *result clause*
■ **If I had** more time, I **would travel**.
(But I haven't got time, so I don't travel.)

2. Use the **past simple** in the *if* clause.
Use **would + base form** of the verb in the result clause.

► BE CAREFUL!

- a. The *if* clause uses the past simple form but the meaning is not past.
- b. Don't use **would** in the *if* clause in present unreal conditional sentences.
- c. Use **were** for all subjects when the verb in the *if* clause is a form of **be**.

USAGE NOTE: You will sometimes hear native speakers use **was** in the *if* clause. However, many people think that this is not correct.

if clause *result clause*
■ **If they had** money, they **wouldn't live** there.

■ **If I had** more money **now**, I would go on a trip round the world.

■ **If she knew** the answer, she would tell you.
NOT ~~If she would know the answer...~~

■ **If I were** rich, I would travel round the world.
NOT ~~If I was rich...~~

3. You can also use a **modal** in the result clause.

■ If I had time, I **could read** more.

4. You can **begin conditional sentences** with the *if* clause or the result clause. The meaning is the same.

Use a **comma** between the two clauses only when the *if* clause comes first.

■ **If I had more money**, I would move.

OR

■ I would move **if I had more money**.

5. Statements beginning with **If I were you, ...** are often used to give advice.

■ **If I were you**, I'd read *Peanuts*.
It's really funny.

1

TRUE OR FALSE • Read each quotation from these *Peanuts* characters. Write T (True) or F (False) for the statement that follows.

1. **SNOOPY:** If I were a human being, I wouldn't even *own* a dog!
 ___ F ___ Snoopy is a human being.
2. **LUCY to SNOOPY:** You wouldn't be so happy if you knew what was going to happen.
 ___ Snoopy is happy.
3. **LUCY to LINUS:** If I were you, I'd sleep underneath that tree.
 ___ Lucy is giving Linus advice.
4. **SNOOPY to WOODSTOCK:** What would you do if you had forty dollars?
 ___ Woodstock has forty dollars.
5. **SNOOPY:** If I ate one more snowflake, I'd turn into a blizzard.
 ___ Snoopy plans to eat another snowflake.
6. **LUCY:** If we were married, Schroeder, I'd come in every morning and dust your piano.
 ___ Lucy dusts Schroeder's piano every morning.

2

COMPLETE • Read part of an article about the comic strip *Peanuts*. Complete it with the correct form of the verbs in brackets.

Peanuts

What makes *Peanuts* so popular? Of course, if it weren't **1. (not be)** funny, people _____ **2. (not like)** it so much. But *Peanuts* provides more than just laughs. It addresses such universal themes as love, jealousy, loneliness and hope. If the characters _____ **3. (not be)** so real, we _____ **4. (couldn't / identify)** with them. Take Lucy, for example. In love with the piano-playing Schroeder, Lucy complains, 'If we _____ **5. (be)** married, and you _____ **6. (love)** golf, I _____ **7. (hate)** your golf clubs! If you _____ **8. (drive)** a sports car, I _____ **9. (hate)** your sports car! If you _____ **10. (be)** a bowler, I _____ **11. (hate)** your bowling ball.' Without looking up from his piano or missing a beat, Schroeder asks, 'So?' 'I hate your piano!' shouts Lucy as she kicks it out from under him. Recognisable behaviour? In *Peanuts* we see ourselves along with our weaknesses and hopes. But we don't have to analyse *Peanuts* to enjoy it. If it _____ **12. (not be)** for comic strips like *Peanuts*, our lives _____ **13. (might / be)** a little less fun.

3

COMBINE • Read about these Peanuts characters. What would happen if their situations were different? Combine the two sentences into one, using second conditional sentences.

1. Schroeder ignores Lucy. She gets angry with him.
If Schroeder didn't ignore Lucy, she wouldn't get angry with him.
2. Schroeder loves Beethoven. He plays his sonatas all the time.
3. Charlie Brown doesn't have enough friends. He feels lonely.
4. Sally doesn't know her teacher's name. She can't send her a card.
5. Linus is clever. He finds intelligent solutions to life's problems.
6. Woodstock and Snoopy have a close relationship. Woodstock confides in Snoopy.
7. Rerun's parents refuse to let him have a dog. He tries to borrow Charlie's dog.
8. Pigpen doesn't have enough baths. He's filthy.

4

EDIT • Read this boy's diary entry. Find and correct six mistakes in the use of the second conditional. The first mistake has already been corrected.

I've got to stop staying up late reading 'Peanuts'! If I weren't always so tired, I ~~will~~^{would} be able to stay awake in class. Whenever the teacher asks me something, I don't know what to say. Then I get really embarrassed because of that nice red-haired girl that I like. I would talk to her if I wouldn't be so shy. My friend, Jason, says, 'If I was you, I'd ask her to a party.' but I'm too afraid that if I asked her, she would have said no. After school, I played football. Nobody wanted me in their team. If I play better, I would get chosen sometimes. Life is hard! I can really understand that Charlie Brown character in 'Peanuts' In fact, if I didn't laugh so hard while reading 'Peanuts', I would cried!

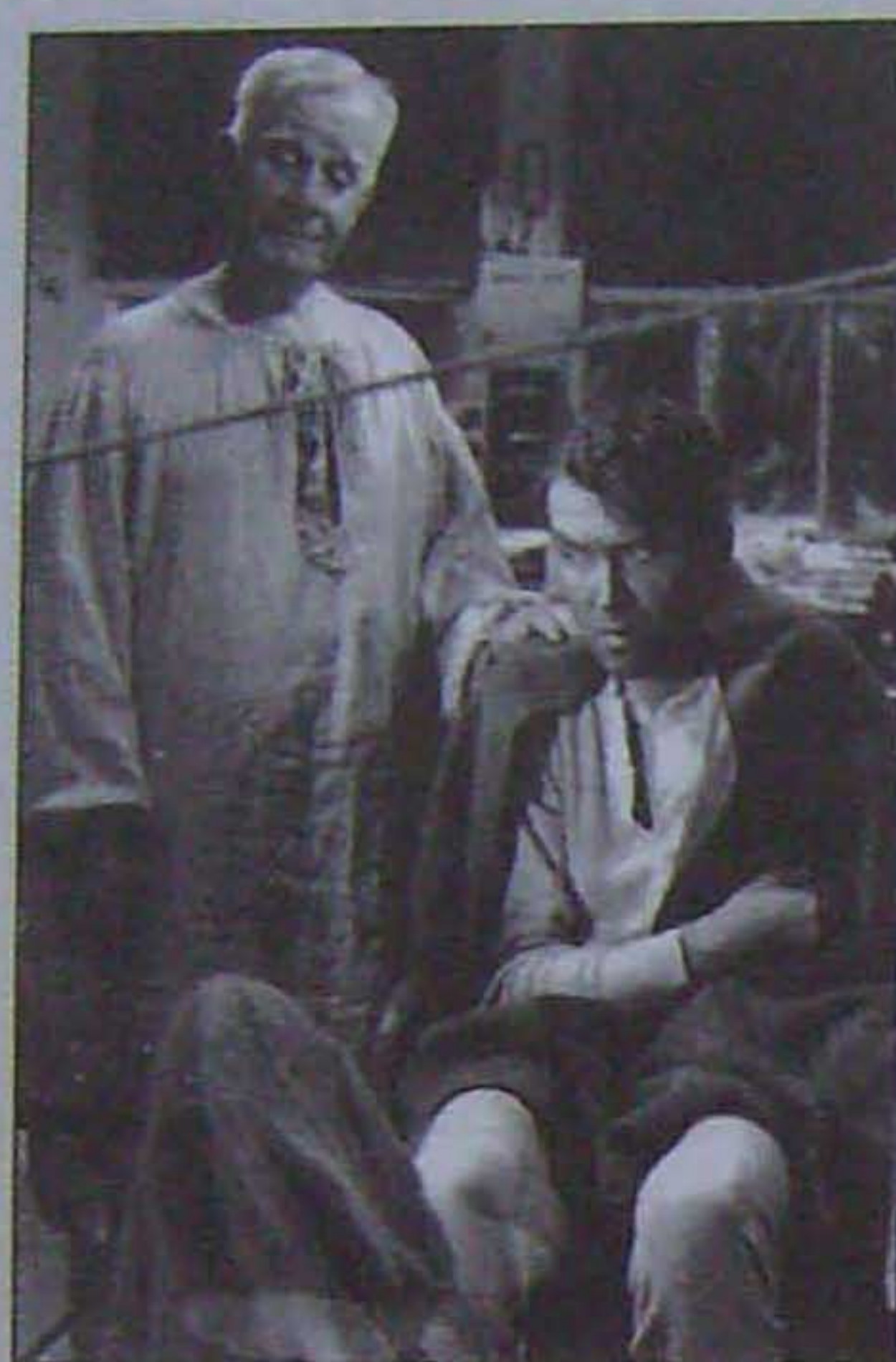
UNIT 67

Third Conditionals

Section 5/ENTERTAINMENT

4A

Best Bets for Holiday Viewing



It's a Wonderful Life

Rating: ★★★★★ out of ★★★★★

What would have happened if you had never been born? George Bailey's guardian angel, Clarence, shows George that life in Bedford Falls would have been very different if George hadn't been there. In the process, Clarence teaches us all how our lives touch those of others. Highly recommended for the whole family.

*George (seated)
with his guardian angel*

CHECK POINT

Circle T (True) or F (False).

T F George Bailey was never in Bedford Falls.

CHART CHECK

Tick the correct answers.

Use the past perfect in

- ☐ the *if* clause.
- ☐ the result clause.

Use a comma between the two clauses when

- ☐ the *if* clause comes first.
- ☐ the result clause comes first.

STATEMENTS

IF CLAUSE:
PAST PERFECT

RESULT CLAUSE:
WOULD (NOT) HAVE + PAST PARTICIPLE

*If I **had (not) had** money,*

*I **would (not) have moved** away.*

YES/NO QUESTIONS

RESULT CLAUSE

IF CLAUSE

Would** you **have left

***if** you **had had** money?*

SHORT ANSWERS

AFFIRMATIVE

NEGATIVE

Yes, I would (have).

No, I wouldn't (have).

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. If I had had time, I would have watched *It's a Wonderful Life*.
_____ I didn't have time to watch *It's a Wonderful Life*.
2. I would have recorded the film if my DVD hadn't broken.
_____ I recorded the film.
3. If Clarence hadn't been there, George might have killed himself.
_____ Clarence was there.
4. George wouldn't have met Mary if he hadn't gone to his brother's party.
_____ George didn't go to the party.
5. George would have been happier if he had become an architect.
_____ George became an architect.
6. The film wouldn't have been so good if James Stewart hadn't played the part of George Bailey.
_____ James Stewart played the part of George Bailey.

COMPLETE • George is thinking about the past. Complete his thoughts with the correct form of the words in brackets.

- I didn't go into business with my friend Pete. If I _____ had gone _____ into
business with him, I _____ would have become _____ a success.
(go) (become)
- I couldn't go into the army because I was deaf in one ear. I _____
into the army if I _____ my hearing in that ear.
(go) (not lose)
- Mary and I weren't able to go on honeymoon. We _____ away if
my father _____ ill.
(can / go) (not become)
- Clarence showed me how the world would look without me. I _____
that I was so important if Clarence _____ me.
(not know) (not show)
- My old boss once made a terrible mistake. If I _____ him, he
_____ to prison.
(not help) (can / go)
- Mary _____ a happy life if she _____ me.
(may / not lead) (not marry)
- Life here _____ really different if I _____.
(be) (not live)

3 REWRITE • Read each true situation. Then write a third conditional sentence to express how things could have been different.

1. Clarence wasn't a first-class angel so he didn't have much self-confidence.
If Clarence had been a first-class angel, he would have had more self-confidence.
2. George was unhappy about his business. He shouted at his daughter on Christmas Eve.
3. Poor people could buy houses because George's business lent them money.
4. Mr Potter wasn't able to trick George so George didn't sell Potter the business.
5. George's Uncle Billy lost \$8,000. George got into trouble with the law.
6. George's friends didn't know about his troubles. They didn't help him straightaway.
7. George's friends collected money for him so he didn't go to prison.

4 EDIT • Read Clarence's diary entry. Find and correct six mistakes in the use of the third conditional. The first mistake has already been corrected. Remember to check punctuation!

Dear Diary,

It's funny how things work out sometimes. If George ^{hadn't} ~~hasn't~~ wanted to jump off that bridge on Christmas Eve, I might never have getting an important job like saving him. And if he hadn't been so stubborn, I would never had thought of the idea of showing him life in Bedford Falls without him. One of the saddest things was seeing all those people who didn't have homes. If George gave up and sold his business to Mr Potter, then Potter would have rented run-down flats to all those people. But because of George, they now have good homes. By the time we were finished, George realised he really had a wonderful life. In fact, he will have gone to prison happily, if his friends hadn't given him the money he needed. Well, luckily they helped him out and he didn't go to prison. And I got my wings and became a first-class angel!



UNIT 68

Wish: Present and Past

Tiny Fairy Tales

THE THREE WISHES

The Three Wishes

One day, a poor woodcutter was given three wishes by a tree elf. When his hungry wife heard the news, she said, 'I **wish** I **had** some sausages.'

At once five sausages appeared on a plate.

The woodcutter was furious about wasting a wish. 'I **wish** those sausages **were hanging** from your nose,' he shouted. At once the sausages hung from her nose. The two struggled to get them loose but they could not. 'I **wish** I **hadn't made** that wish,' the woodcutter sighed. At once the sausages were on the plate again. The couple happily ate the sausages and wished for nothing more. ❀



CHECK POINT

Tick the correct answer.

The woman wanted sausages

- ☐ that day.
☐ the day before.

CHART CHECK 1

Tick the correct answer.

In wishes about the present, what tense follows **wish**?

- ☐ the present simple
☐ the past simple

WISHES ABOUT THE PRESENT

MAIN CLAUSE	WISH CLAUSE		
She wishes	she	had	some food now.
		were*	rich.

*Note that *were* is used for all subjects with *be*.

CHART CHECK 2

Tick the correct answer.

In wishes about the past, what tense follows **wish**?

- ☐ the past simple
☐ the past perfect

WISHES ABOUT THE PAST

MAIN CLAUSE	WISH CLAUSE	
He wishes	he	had had some food last night.
		had been rich as a child.

EXPRESS CHECK

Complete these sentences with the correct forms of the verb **know**.

- I wish I _____ a good story to tell my next class.
- I wish I _____ more stories as a child.

Grammar Explanations**Examples**

1. Use **wish** followed by a verb in the **past simple** to talk about things that you want to be true now but that are not true.

USAGE NOTE: After *wish*, you can use **were** instead of *was*.

- He **wishes** he **had** a yacht.
(He doesn't have a yacht but he wants one.)

- Sometimes I **wish** I **were** a child again.

OR

- Sometimes I **wish** I **was** a child again.

2. Use **wish** followed by the **past perfect** to express regrets about events in the past.

- They **wish** they **had moved** to the country.
(They didn't move to the country and now they think that was a mistake.)

3. Use **would** after **wish** to express a desire for someone or something to act in a different way. This often communicates a complaint or a regret.

Do not use *will* after *wish*.

- I **wish** you **would cook** breakfast. You've got more time than I have.

- I **wish** she **would visit** more often. I really miss her.

NOT ~~I wish she will visit more often.~~

4. Use **could** or **could have** after **wish** to express ability.

Do not use *can* after *wish*.

- He **wishes** he **could earn** more money.

- He **wishes** he **could have found** a better job when he was younger.

NOT ~~He wishes he can earn more money.~~

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. I wish I were a princess.
 T I'm not a princess.
2. I hated living in a big house as a child.
 _____ I wish I had lived in a small house.
3. He wishes he could find a better job.
 _____ He likes his job.
4. They couldn't do computer classes at school so they are doing them now.
 _____ They wish they could do computer classes.
5. Jim's wife plays computer games a lot. He wants her to stop.
 _____ He wishes she wouldn't play computer games.
6. He wishes he had a lot of money.
 _____ He hasn't got a lot of money.

2

COMPLETE • Read this article from a psychology magazine. Complete it with the correct form of the verbs in brackets.

PSYCHOLOGY FOR YOU

WISHES AND SOLUTIONS

The old saying goes, 'If wishes were horses, then beggars would ride.' 'I wish it _____ **1. (be)** that easy,' says therapist Joel Grimes. 'But we can't just wish problems _____ **2. (will / go away)**. We have to find our own solutions.' According to him, complainers are really saying, 'I wish I _____ **3. (have)** a magical solution. I wish I _____ **4. (not have to / deal)** with this myself.' One client, for example, kept complaining, 'I wish I _____ **5. (can / entertain)** people but my flat is too small.' Grimes urged her to solve the problem. This year, she gave an open-house party, with people coming at different times. She still wishes she _____ **6. (can / invite)** her whole family last year but she learnt she could solve her own problems. 'At first clients get angry with me for not handing them solutions,' says Grimes. 'But when they experience their own power, they wish they _____ **7. (know)** about it sooner.'

3

REWRITE • Joel Grimes's clients complain about things in the past and in the present. Rewrite their complaints as wishes.

1. I didn't have time to read bedtime stories to my children.

I wish I had had time to read bedtime stories to my children.

2. My husband won't ask for a pay rise.

3. We didn't save any money last month.

4. My boyfriend is unfit.

5. I'm too old to go back to school.

6. I can't stop smoking.

7. My son doesn't phone me.

8. My parents didn't understand me.

4

EDIT • Read this diary entry. Find and correct five mistakes in the use of **wish**. The first mistake has already been corrected.

Today, I said to Dr Grimes, 'I wish there ^{were} ~~was~~ a way to spend more time with my boyfriend but we're both too busy.' He just said, 'If wishes were horses, beggars would ride.' That's an easy thing to say but I wish I understand its meaning. Maybe it means that wishing won't solve problems. Well, that's why I went to see him!!! I wish he will tell me what to do right then and there but he refused. Speaking of wishful thinking, I wish Mark and I could have spent the weekend together next week. My exams are over but he's got to fly to Paris for his job. If wishes were horses, I'd ride one to Paris. Hey! Mark is always saying, 'I wish you would come with me sometimes.' I suppose I can go with him to Paris. Dr Grimes must have meant that I can solve my own problems. Now I wish I haven't been so rude to him.

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

A **B** C D

(A) drink

(C) is drinking

(B) drinks

(D) was drinking

1. If you _____ a headache, you should take an aspirin.

A B C D

(A) 'll have got

(C) have got

(B) had got

(D) are having

2. I wish we _____ a bigger house. This one is too small.

A B C D

(A) have

(C) would have

(B) had

(D) had had

3. _____ it rains very hard, the streets flood.

A B C D

(A) If

(C) During

(B) Always

(D) Unless

4. We'll be late unless we _____ now.

A B C D

(A) leave

(C) had left

(B) don't leave

(D) have left

5. What would Tom do if he _____ the truth?

A B C D

(A) would know

(C) knows

(B) has known

(D) knew

6. If I _____ you, I'd call and apologise.

A B C D

(A) am

(C) were

(B) would be

(D) was

7. If I _____ you were ill, I would have called sooner.

A B C D

(A) have known

(C) would have known

(B) had known

(D) know

8. If you want to go skiing, _____ to Les Arcs.

A B C D

(A) you go

(C) go

(B) you'll go

(D) went

9. Jennifer has trouble with maths. She wishes she _____ more at school.

A B C D

(A) studies

(C) had studied

(B) has studied

(D) studied

10. – If we invited you, would you come?
– Of course I _____.
(A) do (C) would have
(B) am (D) would A B C D
11. Thomas will win the election if he _____ harder.
(A) campaigns (C) will campaign A B C D
(B) would campaign (D) campaigned
12. If you _____ told us about the bad service, we would have eaten there.
(A) didn't (C) haven't A B C D
(B) wouldn't have (D) hadn't

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

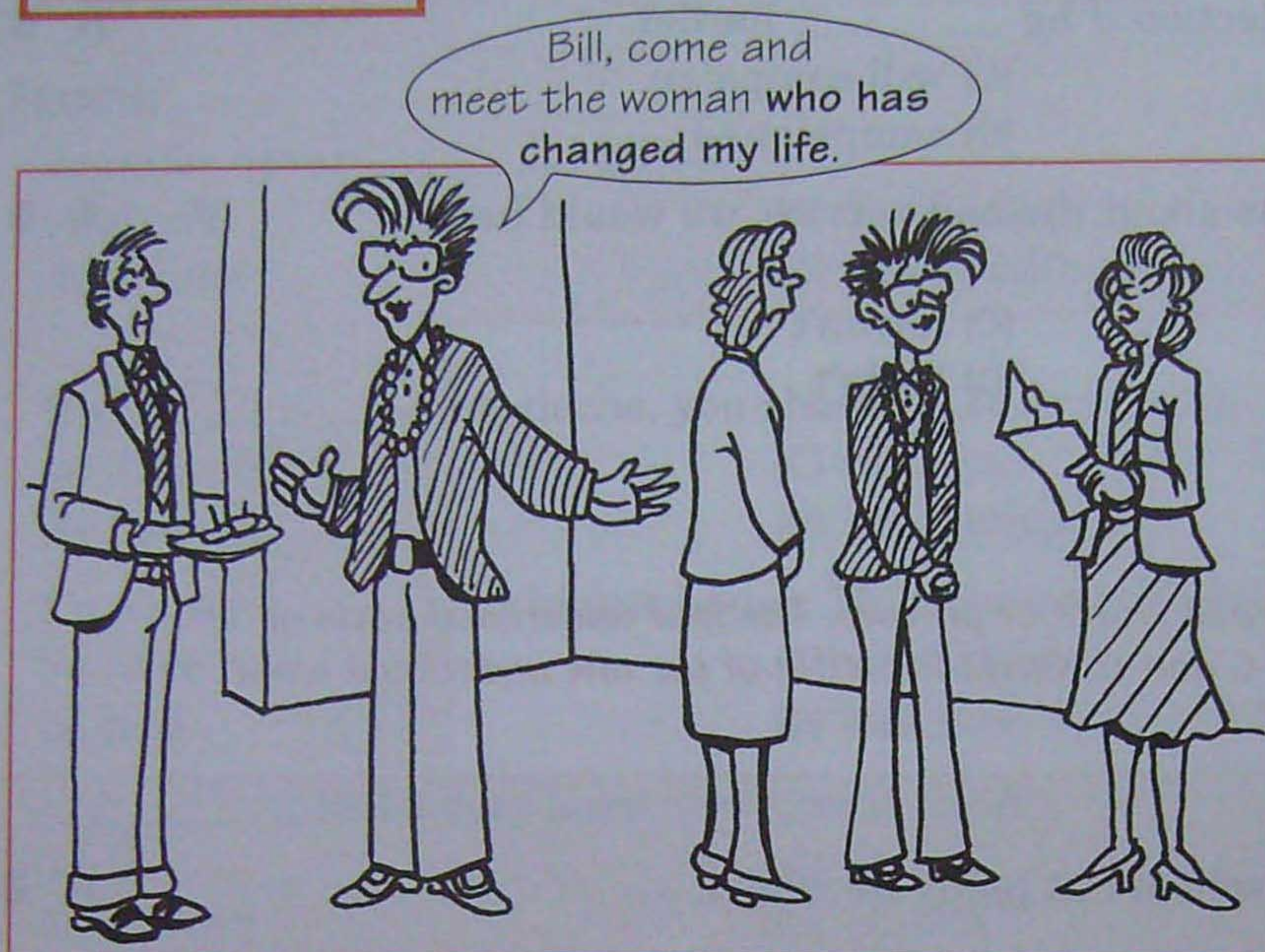
Mike usually drives to school but today he walks.
A B C D

A B C **D**

13. If you had been here yesterday, you would have see Jean.
A B C D A B C D
14. I wish our family could of taken holidays when we were younger.
A B C D A B C D
15. Unless we work harder, we will finish on time.
A B C D A B C D
16. If I will have to make a difficult decision, I always discuss it with my friends.
A B C D A B C D
17. If Lara is older, she would try to get a job in Edinburgh.
A B C D A B C D
18. We could had done more if we had had more time.
A B C D A B C D
19. We ate outside tomorrow unless it rains.
A B C D A B C D
20. I would take the job if I am you.
A B C D A B C D
21. What would you do if you will won the lottery?
A B C D A B C D
22. It's hot, so you will feel better, if you drink more water.
A B C D A B C D
23. If I did set my alarm clock, I would have got up on time.
A B C D A B C D
24. If I have to fly, I would get very nervous, so I usually drive.
A B C D A B C D
25. Lynn wishes she had a bigger house and can buy a car.
A B C D A B C D

UNIT 69

Relative Clauses with Subject Relative Pronouns



CHECK POINT

Circle T (True) or F (False).

T F The man is talking about the woman holding a report.

RELATIVE CLAUSE AFTER THE MAIN CLAUSE

CHART CHECK

Tick the correct answers.

Relative clauses describe:

- ☐ nouns
- ☐ verbs

Relative clauses can go:

- ☐ before the main clause
- ☐ in the middle of the main clause
- ☐ after the main clause

MAIN CLAUSE	RELATIVE CLAUSE		
	SUBJECT RELATIVE PRONOUN	VERB	
That's my friend	who	lives	in Rome.

RELATIVE CLAUSE INSIDE THE MAIN CLAUSE

MAIN CLAUSE	RELATIVE CLAUSE			MAIN CLAUSE (CONT.)
	SUBJECT RELATIVE PRONOUN	VERB		
My friend	who	lives	in Rome	is a dancer.

EXPRESS CHECK

Unscramble these words to form a sentence.

the man • works • who • in the cafeteria • That's

Grammar Explanations

1. Use **relative clauses** to identify or give additional information about nouns or indefinite pronouns such as **someone**, **somebody**, **something**, **another** and **other(s)**.

The relative clause directly follows the noun (or pronoun) it is identifying or describing.

Examples

- I know the woman **who lives there**.
(The relative clause identifies the woman we are talking about.)
- Rome is a city **which attracts tourists**.
(The relative clause gives additional information about the city.)
- Someone **who has a lot of friends** is lucky.
NOT ~~Someone is lucky who has a lot of friends.~~

2. **Sentences with relative clauses** can be seen as a combination of two sentences.

- I have a friend. + He loves to shop. =
■ I have a friend **who loves to shop**.
- My friend lives in Rome. + She paints. =
■ My friend **who lives in Rome** paints.

3. Relative clauses are introduced by **relative pronouns**.

Subject relative pronouns are:

- a. **who** or **that** for people
USAGE NOTE: **That** is less formal than **who**.
- b. **which** or **that** for places or things
USAGE NOTE: **That** is less formal than **which**.
- c. **whose + noun** for people's possessions

► **BE CAREFUL!** Do not use both a subject relative pronoun and a subject pronoun (*I, you, he, she, it, we, they*) in the same relative clause.

- I have a **friend who** lives in Mexico.
- I have a **friend that** lives in Mexico.
- New York is the **city which** never sleeps.
- New York is the **city that** never sleeps.
- He's the **man whose dog** barks all day.
- Scott is someone **who loves sports**.
NOT ~~Scott is someone who he loves sports.~~

4. Subject relative pronouns have the **same form** whether they refer to singular or plural nouns or to masculine or feminine nouns.

- That's the **man who** lives next door.
- That's the **woman who** lives next door.
- Those are the **people who** live next door.

5. The **verb in the relative clause** is singular if the subject relative pronoun refers to a singular noun. It is plural if it refers to a plural noun.

► **BE CAREFUL!** When **whose + noun** is the subject of a relative clause, the verb agrees in number with the subject of the relative clause.

- Ben is my **friend who lives** in Leeds.
- Al and Ed are my **friends who live** in Nottingham.
- Meg is a person **whose friends depend** on her.
NOT ~~Meg is a person whose friends depends on her.~~

1

IDENTIFY • Read this paragraph about friendship. First circle the relative pronouns and underline the relative clauses. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.



Almost everyone has friends but ideas about friendship vary from person to person. For some, a friend is someone who chats with you on the internet. For others, a friend is a person who has known you all your life - someone whose family knows you, too. Others only use the term for someone who knows your innermost secrets. Although different people emphasise different aspects of friendship, there is one element which is always present and that is the element of choice. We may not be able to select our families, our colleagues or even the people that take the bus with us but we can choose our friends. As anthropologist Margaret Mead once said, 'A friend is someone who chooses and is chosen.' It is this freedom of choice that makes friendship such a special relationship.

2

COMPLETE • A magazine, *Psychology Today*, conducted a survey on friendship. Here are some of the results. Complete each sentence with an appropriate relative pronoun and the correct form of the verb in brackets.

1. People who have moved a lot have fewer friends.
(have)
2. People who have lived in the same place have more friends.
(have)
3. The qualities that are most important in a friend are loyalty, warmth and the ability to keep secrets.
(be)
4. Someone who faces a crisis turns to friends before family.
(face)
5. Betrayal is the cause that is most often responsible for ending a friendship.
(be)
6. Many people have friends from social or religious backgrounds that are different from theirs.
(be)
7. Most people include friends who are members of the opposite sex say that these relationships are different from relationships with people of the same sex.
(include)
8. A survey that appears in a magazine may not represent everyone.
(appear)
9. Someone who has not read the magazine might have other ideas.
(not read)

3 **COMBINE** • Read each pair of sentences. Use a relative pronoun to combine them into one sentence.

1. I have a friend. My friend lives in Mexico City.
I have a friend who lives in Mexico City.
2. Mexico City is an exciting city. The city attracts a lot of tourists.
3. Steph has a brother. Her brother's name is Eric.
4. He works for a magazine. The magazine is very popular in Mexico.
5. Eric writes a column. The column deals with relationships.
6. An article won a prize. The article discussed friendships.
7. A person is lucky. That person has a lot of friends.

4 **EDIT** • Read part of a student's essay. Find and correct six mistakes in the use of relative clauses. The first mistake has already been corrected.

A writer once said that friends are born, not made. This means that we automatically become friends with people who ~~they~~ are compatible with us. I don't agree with this writer. Last summer, I made friends with some people who's completely different from me.

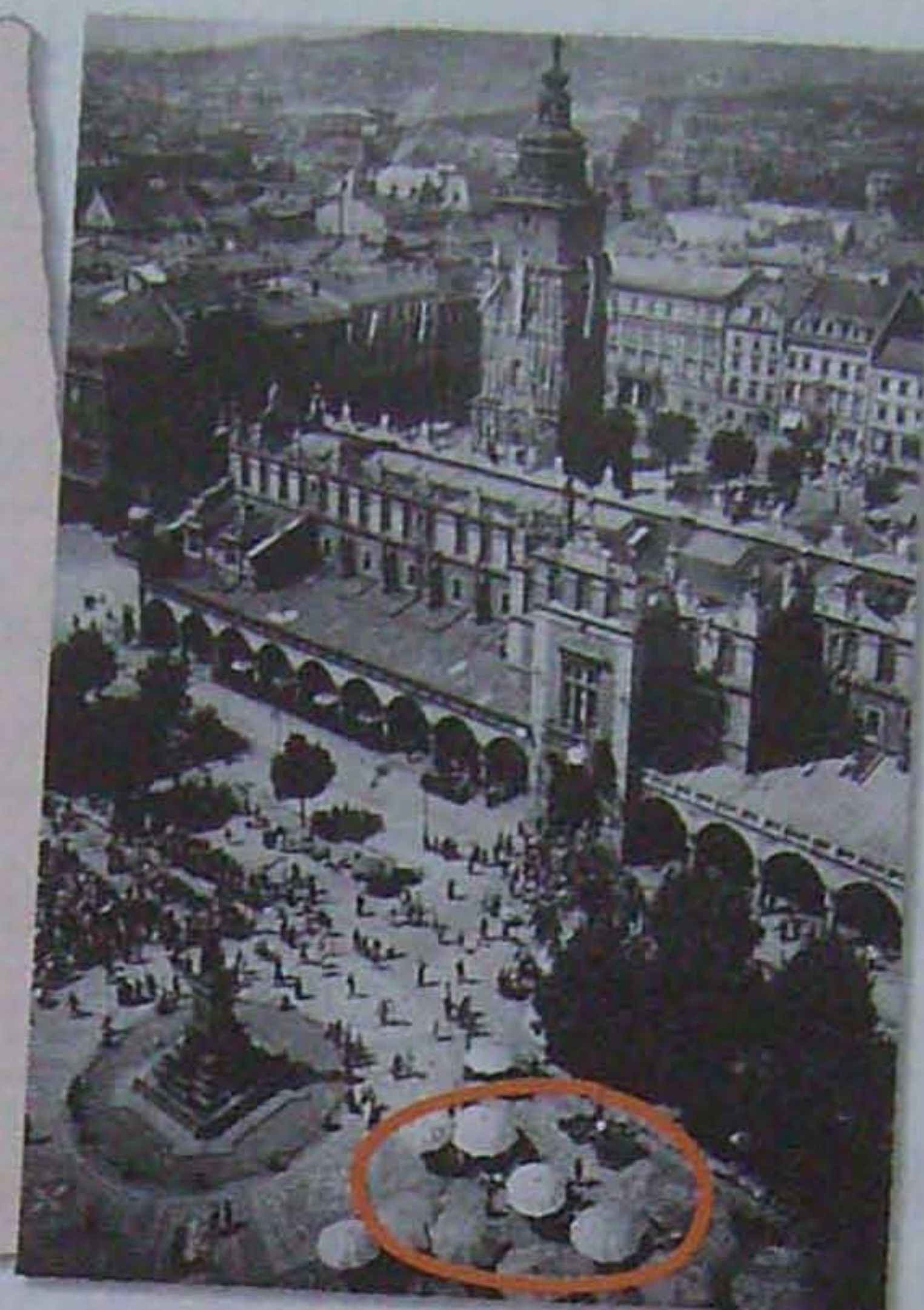
In July, I went to Barcelona to study Spanish for a month. In our group, there was a teacher which was much older than I am. We became really good friends. In my first week, I had a problem which was getting me down. Barcelona is a city who has a lot of distractions. As a result, I went out all the time and I stopped going to my classes. Bob helped me get back into my studies. After the trip, I kept writing to Bob. He always writes stories that is interesting and encouraging. Next summer, he's leading another trip what sounds interesting. I hope I can go.

UNIT 70

Relative Clauses with Object Relative Pronouns or *When* and *Where*

Sophie,
Krakow is wonderful! Here's a
picture of the main square with
the café *where* I spend all my
time. Can you find me with the
new friend *that* I made yesterday?
He's a writer, with gorgeous
green eyes! I'm in love!

Lisa



CHECK POINT

Circle T (True) or F (False).

T F Lisa is pointing out
her favourite café.

RELATIVE CLAUSE AFTER THE MAIN CLAUSE

CHART CHECK

Tick the correct
answer.

The verb in the
relative clause
agrees with

- ☐ the noun in the
main clause.
- ☐ the subject of the
relative clause.

Circle T (True) or
F (False).

T F The relative
clause always
follows the
main clause.

MAIN CLAUSE	RELATIVE CLAUSE		
	OBJECT RELATIVE PRONOUN	SUBJECT	VERB
She reads all the books	<i>that</i>	<i>he</i>	<i>writes.</i>

RELATIVE CLAUSE INSIDE THE MAIN CLAUSE

MAIN CLAUSE	RELATIVE CLAUSE			MAIN CLAUSE (CONT.)
	OBJECT RELATIVE PRONOUN	SUBJECT	VERB	
The book	<i>that</i>	<i>they</i>	<i>borrowed</i>	seems very interesting.

EXPRESS CHECK

Unscramble these words to form a sentence.

I • the • films • all • he • directs • watch • that

Grammar Explanations

Examples

1. A **relative pronoun** can be the **object** of a relative clause. Notice that:

- The **object relative pronoun** comes at the beginning of the relative clause.
- Object relative pronouns have the **same form** whether they refer to singular or plural nouns or to masculine or feminine nouns.
- The **verb in the relative clause** agrees with the subject of the relative clause.

► **BE CAREFUL!** Do not use both an object relative pronoun and an object pronoun (*me, you, him, her, it, us, them*) in the same relative clause.

NOTE: Object relative pronouns are often left out.

Eva is a writer. + I saw ^{obj.} her on TV. =

■ Eva, ^{obj.} **who I saw on TV**, is a writer.

■ That's the **man who** I met.

■ That's the **woman who** I met.

■ Those are the **people who** I met.

■ I like the columns ^{subj. verb} **which he writes**.

■ I like the column **which they write**.

■ She is the writer **who I saw on TV**.

NOT ~~She is the writer who I saw her on TV.~~

■ She is the writer **I saw on TV**.

2. **Object relative pronouns** are:

- who, that** or **whom** for people
USAGE NOTE: **Whom** is very formal and is rarely used in speech.

- which** or **that** for things

- whose + noun** for people's possessions

■ She's the writer **who I met**.

■ She's the writer **that I met**.

■ She's the writer **I met**.

■ She's the writer **whom I met**.

■ I read the book **which she wrote**.

■ I read the book **that she wrote**.

■ I read the book **she wrote**.

■ That's the author **whose book I read**.

3. A relative pronoun can be the **object of a preposition**.

USAGE NOTE: In **informal** speaking and writing, we put the preposition at the end of the clause and we often leave out the relative pronoun. In **formal** English, we put the preposition at the beginning of the clause. In this case, we use only **whom** and **which** (not *who* or *that*).

*He's the writer. + I work **for him**. =*

■ He's the writer **that I work for**.

■ He's the writer I work **for**.

■ He's the writer **for whom** I work.

■ That's the book **about which** I told you.

4. **Where** and **when** can also be used to introduce relative clauses:

- Where** refers to a place.

- When** or **that** refers to a time.

*That's the library. + She works **there**. =*

■ That's the library **where she works**.

*I remember the day. + I met him **then**. =*

■ I remember the day **when I met him**.

■ I remember the day **that I met him**.

1

IDENTIFY • Read this part of a book review. Underline all the relative clauses with object relative pronouns. Circle the object relative pronouns and **when** or **where**. Then draw a line from the circled word to the noun it refers to.

Section 4 Books

Lost in Translation: A Life in a New Language

At the age of nine, Eva Hoffman left Poland with her family. She was old enough to know what she was losing: Krakow, a city that she loved as one loves a person, the sun-baked villages where they had spent summer holidays and the conversations and escapades with her friends. Disconnected from a city where life was lived intensely, her father was overwhelmed by the transition to Canada. Eva lost the parent whom she had watched in lively conversation with friends in Krakow cafés. And nothing could replace



Eva Hoffman

her friendship with the boy whose home she visited daily and whom she assumed she would marry one day. Worst of all, however, she missed her language. For years, she felt no connection to the English name of anything that she felt was important. *Lost in Translation: A Life in a New Language* (Penguin, 1989) tells how Eva came to terms with her new identity and language. It's a story that readers will find fascinating and moving.

2

COMPLETE • A school newspaper, the Chelsea Bugle (CB), interviewed one of the school's international students, Maniya Suarez (MS). Complete the interview with relative pronouns, **when** or **where** and the correct form of the verbs in brackets.



The Chelsea Bugle

VOLUME IX, ISSUE 20

CB: Maniya Suarez is a student who many of you already know. Maniya, why did your family settle in London?

2. (know)

MS: The cousin who we stay with at first lives here. That's the reason we chose London.

3.

4. (stay)

CB: What was the most difficult thing about going to school in the UK?

MS: The class in which I have the biggest problems at first was English. It was hard to say the things that I want to say.

5.

6. (have)

7.

8. (want)

CB: What is the biggest change that you experience so far?

9.

10. (experience)

MS: We used to live in a house where there was always a lot of people. Here I live with my parents and two younger sisters who take care of me

11.

12. (be)

13.

I take care of after school. I get a bit lonely sometimes.

14. (take care of)



Maniya Suarez

3 COMBINE • Read each pair of sentences. Use a relative pronoun or **when** or **where**, to combine them into one sentence.

1. That's the house. I grew up in the house with my sister Emily.
That's the house that I grew up in with my sister Emily.
2. The house was beautiful. We lived in the house.
3. Emily and I shared a room. We spent a lot of time playing in it.
4. I had a good friend. I went to school with her.
5. I took piano lessons from a woman. I met her at my mum's office.
6. I remember one summer. The whole family went to the seaside then.
7. Those were good times. I'll always remember them.

4 EDIT • Read this student's essay. Find and correct nine mistakes in the use of relative clauses with object relative pronouns. The first mistake has already been corrected.

where OR in which

Tai Dong is the small city in southeastern Taiwan ~~which~~ I grew up. My family moved there from Taipei the summer I was born. The house in which I grew up in is on a main street in Tai Dong. My father sold tea and my mother had a food stand in our front courtyard, where she sold omelettes early in the morning. A customer who I always chatted with him had a son my age. We were best friends. A cousin who his family I visited every summer lived with us. He was an apprentice which my father was teaching the tea business to. On the first floor of our house, we had a huge kitchen in where we all gathered for dinner. It was a noisy place. The bedrooms where the family slept was upstairs. My two brothers slept in one bedroom. I slept in one what I shared with my older sister. My younger sister shared a bedroom with another cousin which my family had adopted.

UNIT 71

Relative Clauses: Defining and Non-Defining



CHECK POINT

Circle T (True) or F (False).

T F There is only one picture file on the computer.

CHART CHECK

Tick the correct answer.

Which type of relative clause has commas around it?

- ☐ defining
☐ non-defining

Circle T (True) or F (False).

T F You can leave out a relative pronoun *only* when it is an object relative pronoun in a defining relative clause.

DEFINING RELATIVE CLAUSES

	SUBJECT RELATIVE PRONOUN		
The computer	which	is in the study	is broken.
	(OBJECT RELATIVE PRONOUN)		
The computer	(which)	she bought last week	is not working.

NON-DEFINING RELATIVE CLAUSES

	SUBJECT RELATIVE PRONOUN		
The computer,	which	is in the study,	is broken.
	OBJECT RELATIVE PRONOUN		
The computer,	which	she bought last week,	is not working.

EXPRESS CHECK

Cross out the relative pronouns where possible.

- I gave away my computer, which was only three years old.
- I bought a new one that had a lot more memory.
- It was the computer which we saw at E-Lectronics.

Grammar Explanations

1. Relative clauses can be **defining** or **non-defining**.

- a. Use a **defining relative clause** to identify which member of a group the sentence talks about.
 - b. Use a **non-defining relative clause** to give additional information about the noun it refers to. The information is not necessary to identify the noun.
- **BE CAREFUL!** Do not use *that* to introduce a non-defining relative clause. Use **who** for people and **which** for places and things.

Examples

- I've got three phones. The phone **which is in the kitchen** is broken.
(The relative clause is necessary to identify which phone is meant.)
- I've got only one phone. The phone, **which is in the kitchen**, is broken.
(The relative clause gives additional information, but it isn't needed to identify the phone.)
- **Marie, who** introduced us at the party, rang me last night.
~~NOT Marie, that introduced us at the party, ...~~

2. A **non-defining relative clause** is separated from the rest of the sentence by **commas**.

Without commas, the clause is a **defining relative clause** and the sentence has a very different meaning.

USAGE NOTE: Non-defining relative clauses are much more common in writing than they are in speech.

- The switch, **which is on the back**, is off.
(The machine has got only one switch. It's on the back.)
- The switch **which is on the back** is off.
(The machine has got more than one switch. This one is off.)

3. You **can leave out**:

- a. **object relative pronouns** in defining relative clauses
- b. **when**

USAGE NOTE: The most common spoken form is the one with no relative pronoun.

- That's the computer **that I bought**.
- That's the computer **I bought**.
- I remember the day **when I met him**.
- I remember the day **I met him**.

4. You **cannot leave out**:

- a. **relative pronouns** in a non-defining relative clause
- b. **whose**
- c. **where**

- She remembers Mark, **who she visited often**.
~~NOT She remembers Mark she visited often.~~
- That's the author **whose book I read**.
~~NOT That's the author book I read.~~
- That's the library **where I work**.
~~NOT That's the library I work.~~

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Use the computer which is in the living room.
 F There is only one computer.
2. Press the red button, which is on the right.
 _____ There is probably only one red button.
3. My sister who mends computers lives in Manchester.
 _____ I have more than one sister.
4. My stereo, which worked yesterday, doesn't work today.
 _____ It's likely that I have another stereo I can use.
5. A mobile phone which has voice activation is very convenient.
 _____ All mobile phones have voice activation.
6. My flatmate, who is afraid of computers, has never been on the internet.
 _____ I probably have more than one flatmate.

2

ADD & CROSS OUT • Read this article about technophobia. Add commas where necessary. Cross out the relative pronouns that can be left out.

tech · no · 'pho · bia (noun) a fear ~~that~~ some people have about using technology

If you have it, you're one of the 85 per cent of people that this new 'disease' has struck. Maybe you've bought a phone on which you can programme 99 numbers – but you can't turn it on. Or perhaps you have just read that your new CD player, which you have finally learnt to use, will soon be replaced by DVD which you have never even heard of.

Some experts say that things have just become too complex. William Staples who wrote a book on the electronic age tried to help a friend who had just bought a new stereo. The stereo which worked before wasn't working any more. 'On the front of the stereo, there were literally twenty buttons,' says Staples. Donald Norman who has written

about the effects of technology on people blames the designers of these devices, not the people who use them. 'The best way to cure technophobia is to cure the reasons that cause it – that is, to design things that people can use and design things that won't break,' claims Norman. Michael Dyrenfurth who is a University lecturer believes we cause our own problems by buying technology that we just don't need. 'Do we really need electric toothbrushes?' he asks. According to Williams, important technology that we can't afford to run away from actually exists. To prosper, we need to overcome our technophobia and learn to use it.

3 COMBINE • Read these pairs of sentences. Combine them by changing the second sentence into a relative clause. Use a relative pronoun only when necessary. Use commas for non-defining relative clauses.

1. I bought a mobile. I can use it to send and receive email.
I bought a mobile I can use to send and receive email.
2. My new mobile has become a necessary part of life. I bought it only a month ago.
3. I remember the day. I was afraid to use my new computer then.
4. Now, there are psychologists. They help technophobes use technology.
5. Dr Michelle Weil wrote a book about 'technostress'. She is a psychologist.
6. I work in an office. In my office, the software changes frequently.
7. A lot of people suffer from technostress. Those people work in my office.
8. Some people dream of a job. They can do the job without technology.

4 EDIT • Read this student's book report. Find and correct six mistakes in the use of defining and non-defining relative clauses. The first mistake has already been corrected.

I've just read a book called *Technostress*, which was written by Dr Michelle Weil. Her co-author was Dr Larry Rosen, that is her husband and also a psychologist. According to the authors, everybody feels stress about technology. Our mobiles and pagers, that we buy for emergencies, soon invade our privacy. Just because they can, people contact us at places, where we are relaxing. Another problem is having to learn too much, too fast. Technological changes, used to come one at a time, now overwhelm us. Dr Weil suggests dealing with technostress using tips from her latest book which can be purchased via her website.

SECTION ONE

Circle the letter of the correct answer to complete each sentence. Choose Ø when no word is needed.

EXAMPLE:

Jennifer never _____ coffee.

A B C D

(A) drink

(C) is drinking

(B) drinks

(D) was drinking

1. That's my friend _____ lives in Corby. A B C D
 (A) which (C) whom
 (B) who (D) where
2. The plants which _____ in the living room need a lot of water. A B C D
 (A) are (C) is
 (B) be (D) am
3. She's the woman _____ sister babysits for us. A B C D
 (A) who (C) that's
 (B) which (D) whose
4. That's the doctor for _____ Cliff works. A B C D
 (A) that (C) whom
 (B) which (D) whose
5. Marie, _____ I met at the party, called me last night. A B C D
 (A) that (C) which
 (B) who (D) whose
6. I remember Alan, _____ walked to school with. A B C D
 (A) I (C) which I
 (B) who I (D) who
7. I used to enjoy the summer, _____ we had a big family picnic. A B C D
 (A) where (C) which
 (B) when (D) that
8. Take in the roll of film _____ Uncle Pete took at the wedding. A B C D
 (A) what (C) Ø
 (B) with which (D) whom
9. Please pay all the bills _____ are due this week. A B C D
 (A) Ø (C) when
 (B) that (D) they
10. Let's try to agree on a time _____ we can all get together. A B C D
 (A) which (C) Ø
 (B) where (D) at

11. Tell me about the town _____ you grew up.
 (A) that (C) which
 (B) where (D) Ø

A B C D

12. Annie found the souvenirs that _____ wanted at the gift shop.
 (A) Ø (C) she
 (B) where (D) which

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A B C D

13. After five hours, we finally got to Glasgow, that my aunt lives.
 A B C D
14. My favourite uncle, which lives in France, arrived last night.
 A B C D
15. Paul is someone who he really loves rugby.
 A B C D
16. One singer who's voice I like a lot is Madonna.
 A B C D
17. The stories what I've told you are all true.
 A B C D
18. I enjoyed reading the article that you told me about it.
 A B C D
19. She's read some books that discusses the time when this area was undeveloped.
 A B C D
20. San Francisco, that is a beautiful city, has a population of six million.
 A B C D
21. Do you know whom wrote the song that Jo was singing last night?
 A B C D
22. My aunt's new house is next to a beautiful beach in where we go swimming every day.
 A B C D
23. Ken, who with I went to school, has become a famous writer.
 A B C D
24. Do you remember the night which we ate at the restaurant that Bill owned?
 A B C D
25. Our neighbours, who their daughter babysits for us, have moved.
 A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

UNIT 72

Direct and Indirect Speech: Imperatives



CHECK POINT

Tick the doctor's exact words.

- ☐ 'Eat a heavy meal before bed.'
- ☐ 'Don't eat a heavy meal before bed.'
- ☐ 'Not to eat a heavy meal before bed.'

CHART CHECK

Tick the correct answer.

Which type of speech uses quotation marks?

- ☐ direct speech
- ☐ indirect speech

Circle T (True) or F (False).

T F Indirect imperatives always use the infinitive form of the verb (**to** + base form).

DIRECT SPEECH

SUBJECT	REPORTING VERB	DIRECT SPEECH
He	said,	' Drink milk.' ' Don't drink coffee.'

INDIRECT SPEECH

SUBJECT	REPORTING VERB	NOUN/ PRONOUN	INDIRECT SPEECH
He	told	her	to drink milk.
	said		not to drink coffee.

EXPRESS CHECK

Circle the correct words to complete these sentences.

- The doctor told me go / to go to bed at the same time every night.
- She said, 'Don't work / Not to work too hard.'

Grammar Explanations

1. **Direct speech** is the exact words a speaker used. In writing, use quotation marks.

Indirect speech reports what a speaker said without using the exact words. There are no quotation marks.

2. The **reporting verb** (such as **say** or **tell**) is usually in the past simple for both direct and indirect speech.

► **BE CAREFUL!** Put a personal direct object or someone's name after **tell**. Do not put a personal direct object after **say**.

3. Imperatives in direct speech use the base form of the verb. **Imperatives in indirect speech** use the **infinitive** to report:

- a. **instructions**
- b. **commands**
- c. **requests**
- d. **invitations**

4. Use a **negative infinitive** (**not** + infinitive) to report negative imperatives.

5. In **indirect speech**, make changes to keep the speaker's original meaning.

- a. Change **pronouns** and **possessives**.
- b. Change **time phrases**.
- c. Change **this** and **here**.

Examples

- **'Come early and bring your National Health card,'** said the doctor.

- The doctor told her **to come early and bring her National Health card**.

DIRECT SPEECH

- **'Drink warm milk,'** he **said**.

INDIRECT SPEECH

- He **told** me to drink warm milk.
- He **said** I should call him in the morning.
NOT ~~He told I should call him in the morning.~~

DIRECT SPEECH

'Come early,' he said.

'Wait.'

'Could you please
arrive by 8:00?'

'Could you **join**
us for lunch?'

INDIRECT SPEECH

He said **to come** early.

He told me **to wait**.

She asked him
to arrive by 8:00.

She invited me **to join**
them for lunch.

DIRECT SPEECH

'Don't go.'

INDIRECT SPEECH

He told her **not to go**.

- He said to Ann, 'Tell **me your** problem.'
- He told Ann to tell **him her** problem.
- 'Call me **tomorrow**.'
- She said to call her **the next day**.
- 'Sign **this** form **here**.'
- She told him to sign **that** form **there**.

Check it out!

For punctuation rules for direct speech, see Appendix 25 on page 347.

For a list of common reporting verbs, see Appendix 13 on page 340.

For a list of common time word changes in indirect speech, see Appendix 14 on page 340.

1

IDENTIFY • Read this article about sleep disorders. Circle all the reporting verbs. Underline all the direct imperatives once. Underline all the indirect imperatives twice.

Tossing and Turning

BY CONNIE JAMES

Can't sleep? You're not alone. Millions of people are up tossing and turning instead of getting their beauty sleep. Dr Ray Thorpe, Director of the Sleep Disorders Clinic, says, 'Don't think that loss of sleep is just a minor inconvenience.' During an interview he told me to think about what can happen if people drive when they're tired. Every year up to 200,000 car accidents are caused by drowsy drivers. Then he asked me to think about a recent industrial disaster. Chances are that it was caused at least in part by sleep deprivation.

Being an insomniac myself, I asked Dr Thorpe for some suggestions. He told me to stop drinking coffee. He said to have a warm glass of milk instead. 'A lot of old-fashioned remedies work. Have a high-carbohydrate snack like a banana before you go to bed,' he said. But he advises patients not to eat a heavy meal before turning in for the night. What about exercise? 'Regular exercise helps but don't exercise too close to bedtime,' he suggested. Finally, he told me not to despair. 'Don't worry about not sleeping. It's the worst thing to do,' he said. I don't know. After thinking about those industrial accidents, I doubt I'll be able to sleep at all!

2

CHOOSE • Connie James visited Dr Thorpe's sleep clinic. Complete her notes with the correct words in brackets.

Last week I visited the sleep clinic. Dr Thorpe rang and asked me to arrive
 at 8:30 2. (tonight / that night). He 3. (said / told) me to bring 4. (my / your)
 nightshirt and toothbrush. I arrived on time. The nurse, Jean Blake, invited me
5. (watch / to watch) TV in the lounge. She 6. (said / told) to relax
7. (here / there) while they got my room ready. An hour later, Jean came back and
 got me ready for bed. She attached electrodes to my body and hooked me up to a
 machine. 'Could you please 8. (explain / to explain) what's going on?' I asked. The machine
 records brain activity. Jean told me 9. (don't / not to) leave the bed until
10. (tomorrow / the next) morning. To my surprise, I fell asleep at once. In the morning,
 Dr Thorpe told me that, apart from some leg movements during the night, I have healthy
 sleep patterns. He advised me 11. (get / to get) some more exercise.

3 REWRITE • Read the advice that a TV reporter gave viewers about the common and very dangerous problem of feeling sleepy when driving. Rewrite his advice in indirect speech.

1. 'Pull over and have a brief nap.' He told them to pull over and have a brief nap.
2. 'Don't have a long nap.' He said not to have a long nap.
3. 'Sing to yourselves.' _____
4. 'Tune your radio to an annoying station.' _____
5. 'Don't eat while driving.' _____
6. 'Open your window.' _____
7. 'Let cold air in.' _____
8. 'Be careful when you stop your car.' _____
9. 'Don't stop in a deserted place.' _____
10. 'Don't drink and drive.' _____

4 EDIT • Read this student's diary entry. Find and correct fourteen mistakes in the use of indirect imperatives. The first mistake has already been corrected. Remember to check punctuation!

In class today, John read one of his stories. It was wonderful. After the lesson, the teacher asked me ^{to} read a story in class next week. However, I begged her no to ask me next week because I'm having trouble getting ideas. She said me not to worry and she said to wait for two weeks. Then I talked to John and I asked him tell me the source of your ideas. He said that they came from his dreams and he told me keep a dream diary for ideas. He invited me 'to read some of his diary'. It was very interesting so I asked him to give me some tips on remembering dreams. He said getting a good night's sleep because the longer dreams come after a long period of sleep. He also tell me to keep my diary by the bed and to write as soon as I wake up. He said to no move from the sleeping position. He also told me to don't think about the day at first. (If you think about your day, you might forget your dreams.) Most important — every night he tells himself that to remember his dreams tomorrow morning.

UNIT 73

Indirect Speech: Statements (1)



CHECK POINT

Tick the man's exact words.

☐ 'It looks great on you!'

☐ 'It looked great on me!'

CHART CHECK

Tick the correct answers.

What can change when you go from a direct to an indirect statement?

- ☐ the punctuation
- ☐ the word order in the statement
- ☐ the verb tense in the statement
- ☐ pronouns in the statement

DIRECT SPEECH

SUBJECT	REPORTING VERB	DIRECT STATEMENT
She	said,	'I like the dress.' 'I bought it in the sale.' 'I ve worn it twice.'

INDIRECT SPEECH

SUBJECT	REPORTING VERB	NOUN/ PRONOUN	INDIRECT STATEMENT
She	told	Jim	she liked the dress.
	said	me	(that) she had bought it in the sale. she had worn it twice.

EXPRESS CHECK

Circle the correct words to complete this sentence.

She said / told the salesperson that she is / was going to buy the dress.

Grammar Explanations

1. An **indirect speech statement** reports what a speaker said without using the exact words. The word **that** can introduce the indirect statement but you can also leave it out.

► **BE CAREFUL!** Use **say** as the reporting verb when the listener is not mentioned. Do not use **tell**.

Examples

DIRECT SPEECH

- 'It's a great dress,' he said.

INDIRECT SPEECH

- He told her **that it was a great dress**.
- He told her **it was a great dress**.
- He **said** that it was a great dress.
- NOT He told that it was a great dress.

2. When the **reporting verb** is in the **past simple**, the verb in the indirect speech statement is usually in a different tense from the verb in the direct speech statement.

DIRECT SPEECH

Present simple

→

INDIRECT SPEECH

Past simple

Present continuous

→

Past continuous

Past simple

→

Past perfect

Present perfect

→

Past perfect

DIRECT SPEECH

He said, 'It's lovely.'

'I'm leaving.'

'I **did** it.'

He said to her,

'I've never **lied**.'

INDIRECT SPEECH

He said it **was** lovely.

She said she **was leaving**.

He said that he **had done** it.

He told her that

he **had** never **lied**.

3. In indirect speech the **change of verb tense** is **optional** when reporting:

a. something someone has **just said**

b. something that is **still true**

c. a **general truth** or **scientific law**

A: What did you just say?

B: I said I'm tired. OR I said I **was** tired.

- Rick said the bank **wants** a cheque.
- Rick said the bank **wanted** a cheque.
- She said that everyone **lies** sometime.
- She said that everyone **lied** sometime.

4. When the **reporting verb** is in the **present simple**, do not change the verb tense in indirect speech.

- 'I **run** a mile every day.'

- She **says** that she **runs** a mile every day.

5. **REMEMBER!** Change pronouns, time expressions, **this** and **here** in indirect speech to keep the speaker's original meaning.

- Ann told Rick, 'I bought **this** dress **here**.'
- Ann told Rick that **she** had bought **that** dress **there**.

Check it out!

For a list of common reporting verbs, see Appendix 13 on page 340.

For a list of common time word changes in indirect speech, see Appendix 14 on page 340.

1

IDENTIFY • Read this article about lying. Circle all the reporting verbs. Underline all the direct statements once. Underline all the indirect statements twice.

THE TRUTH ABOUT LYING

BY JENNIFER MORGAN

At 9:00, Rick Thompson's bank phoned and said that his credit card payment was late. 'The cheque is in the post,' Rick replied quickly. At 11:45, Rick left for a 12:00 meeting. Arriving late, Rick told his client that traffic had been bad. That evening, Rick's fiancée wore a new dress. Rick hated it. 'It looks great on you,' he said.

Three lies in one day! Yet Rick is just an ordinary guy. Each time, he told himself that sometimes the truth causes too many problems. He told himself that his fiancée was happy with her purchase. Why should he hurt her feelings?

Is telling lies a new trend? The majority of people in a recent survey said that people were more honest ten years ago. Nevertheless, lying wasn't really born yesterday. In the eighteenth century, the French philosopher Vauvenargues was right about lying when he wrote, 'All men are born truthful and die liars.'

2

COMPLETE • Read this magazine article. Complete it with the correct words in brackets.

'Lying during a job interview is risky business,' said ^{1. (said / told)} Nikki Mason, director of a management consulting firm. 'The truth always has ^{2. (has / had)} a funny way of coming out.' Nikki tells the story of one woman applying for a job as an office manager. The woman said ^{3. (said / told)} the interviewer that ^{4. (that / what)} she has ^{5. (has / had)} a B.A. degree. Actually, she hadn't. She also said I ^{6. (I / she)} earned ^{7. (earnt / had earnt)} £30,000 in her last job. The truth was £5,000 less. When the interviewer rang to check the information, the applicant's former boss told her that the applicant has lied ^{8. (has lied / had lied)}. Another applicant, Gwen, reported that she is leaving ^{9. (is leaving / was leaving)} her current job to advance her career. She got the new job. All went well until the company employed Pete, who had worked at Gwen's old company. Pete eventually told his boss that his old company fired ^{10. (fired / had fired)} Gwen. The new company fired her too, proving, once again, that it doesn't pay to lie.

3 REPORT • Lisa and Ben are talking about Ben's job hunt. Use the verbs in brackets to report their conversation. Make necessary changes in verbs and pronouns.

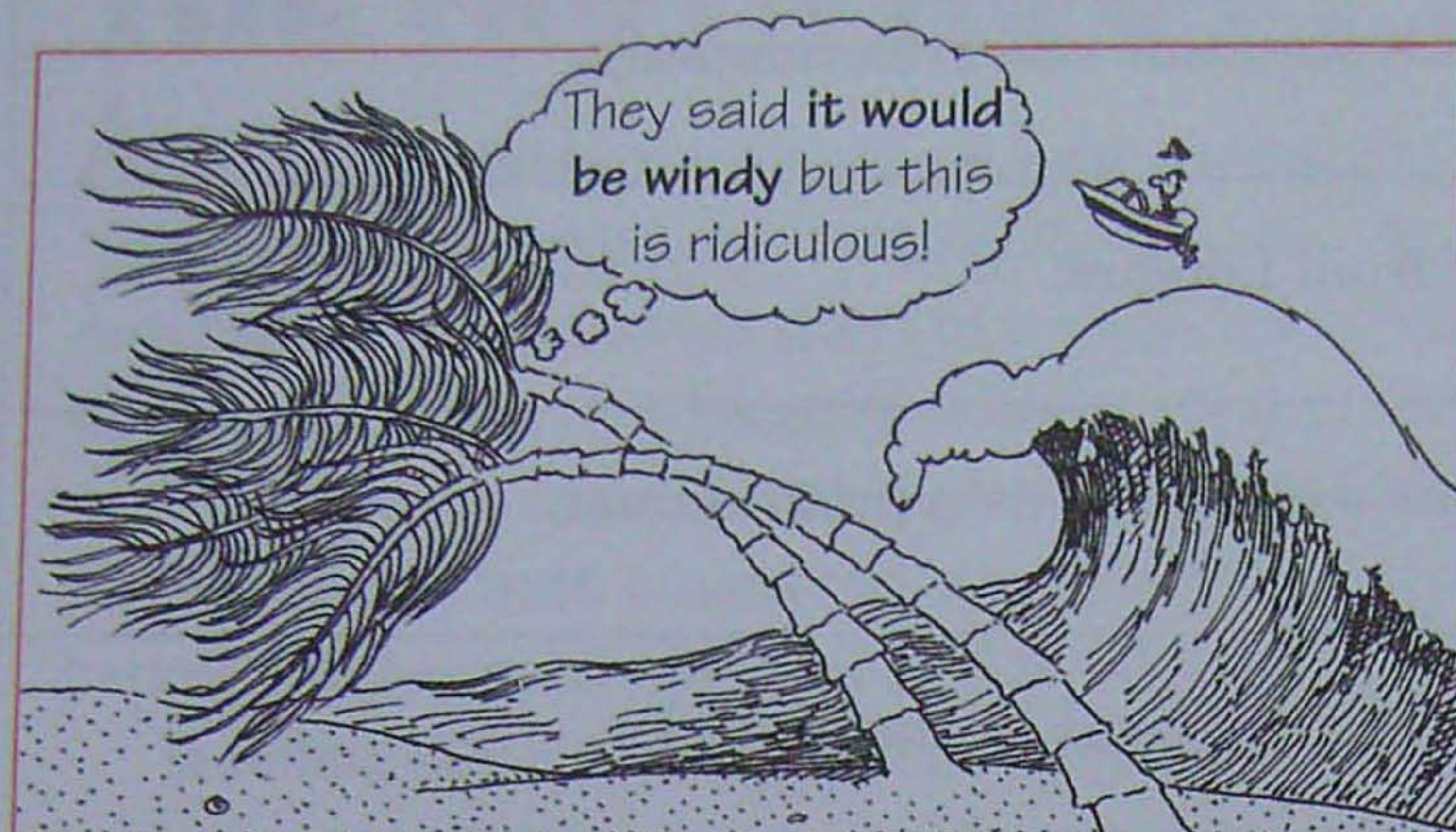
1. BEN: I'm still looking for a job.
(tell) He told her he was still looking for a job.
2. LISA: I've just heard about a job at a scientific research company.
(say) _____
3. BEN: I got a B.Sc. in Biochemistry from London.
(say) _____
4. LISA: They want someone with some experience as a programmer.
(tell) _____
5. BEN: I work as a programmer for Data Systems in Basingstoke.
(tell) _____
6. LISA: They don't want a recent graduate.
(say) _____
7. BEN: I got my degree four years ago.
(tell) _____
8. LISA: It sounds like the right job for you.
(say) _____

4 EDIT • Read this student's essay. Find and correct ten mistakes in the use of indirect statements. The first mistake has already been corrected.

Once, when I was a teenager, I went to my aunt's house. She collected pottery and when I got there, she ~~said~~^{told} me that she wants to show me a new bowl. She told she has just bought it. It was beautiful. When she went to answer the door, I picked up the bowl. It slipped out of my hands and smashed to pieces on the floor. When my aunt came back, I screamed and said what the cat had just broken your new bowl. My aunt looked at me in a funny way and told me that it isn't important. I couldn't sleep that night, and the next morning, I rang my aunt and confessed that I have broken her bowl. She said I had known that all along. I promised that I am going to buy her a new one. We still laugh about it now.

UNIT 74

Indirect Speech: Statements (2)



CHECK POINT

Tick the weather forecaster's exact words.

- ☐ 'It would be windy.'
- ☐ 'It will be windy.'

CHART CHECK

Tick the words that do not change when you go from direct to indirect speech.

- ☐ will
- ☐ ought to
- ☐ might
- ☐ must
- ☐ may
- ☐ should have

DIRECT SPEECH

SUBJECT	REPORTING VERB	DIRECT STATEMENT
He	said,	'I'll leave now.' 'I'm going to drive.' 'The traffic may be bad.' 'She might move.' 'He can help.' 'They have to stay.' 'You must be careful.' 'They ought to buy batteries.' 'We should have left earlier.'

INDIRECT SPEECH

SUBJECT	REPORTING VERB	NOUN/ PRONOUN	INDIRECT STATEMENT
He	told	Jim me them	(that) he would leave then. he was going to drive. the traffic might be bad. she might move. he could help. they had to stay. I/we had to be careful. they ought to buy batteries. they should have left earlier.
	said		

EXPRESS CHECK

Read Jim's words. Tick the sentence that correctly reports what he said.

JIM: 'I may move soon.'

☐ Jim said that I may move soon.

☐ Jim said that he might move soon.

Grammar Explanations

1. As you learned in Unit 73, when the **reporting verb** is in the **past simple**, the verb tense usually changes in the indirect speech statement.

Modals often change in indirect speech, too.

DIRECT SPEECH		INDIRECT SPEECH
will	→	would
can	→	could
may	→	might
must	→	had to

Examples

DIRECT SPEECH

She said,
'It's windy.'

INDIRECT SPEECH

She said
it **was** windy.

DIRECT SPEECH

I said, 'The wind
will be strong.'

INDIRECT SPEECH

I said the wind
would be strong.

They told us, 'You
can stay with us.'

They told us we
could stay with them.

He said, 'The storm
may last all night.'

He said that the storm
might last all night.

She told us,
'You **must leave**.'

She told us
we **had to leave**.

2. **Some verbs do not change** in indirect speech.

a. Do not change **should, could, might** and **ought to** in indirect speech.

b. Do not change the **past perfect** in indirect speech.

c. Do not change verbs in the **second and third conditional** sentences in indirect speech.

d. Do not change **past modals** in indirect speech.

DIRECT SPEECH

'You **should listen**
to the weather
report,' he told us.

INDIRECT SPEECH

He told us that we
should listen to
the weather report.

'I **had just moved**
here a week before,'
she said.

She said she
had just moved there
a week before.

'If I **knew**,
I **would tell** you.'

Jim said if he **knew**,
he **would tell** me.

'If I **had known**,
I **would have told**
you,' said Jim.

He said if he
had known, he
would have told me.

'I **should have**
left.'

He said that he
should have left.

3. **REMEMBER!** Change pronouns, time phrases, **here** and **this** in indirect speech to keep the speaker's original meaning.

- 'I got **here yesterday**.'
- Sam told me **he** had got **there the day before**.

1

CHOOSE • Read what someone reported about the weather forecast. Then tick the sentence that shows the weather forecaster's exact words.

1. She said it was going to be a terrible storm.
☐ 'It was a terrible storm.'
☒ 'It's going to be a terrible storm.'
2. She said the wind might reach 170 miles an hour.
☐ 'The wind may reach 170 miles an hour.'
☐ 'The wind would reach 170 miles an hour.'
3. She said there would be more rain the next day.
☐ 'There will be more rain the next day.'
☐ 'There will be more rain tomorrow.'
4. She told people that they should try to leave the area.
☐ 'You should have tried to leave the area.'
☐ 'You should try to leave the area.'
5. She said that they could expect a lot of damage.
☐ 'We can expect a lot of damage.'
☐ 'We could expect a lot of damage.'

2

REPORT • You are on holiday in New York. Imagine you heard these rumours about a hurricane in Florida yesterday and you are reporting them today. Use **They said** to report the rumours.

1. 'The hurricane will change direction tonight.'
 They said that the hurricane would change direction last night.

2. 'It's going to pass north of here.'

3. 'It may become a tropical storm when it lands here.'

4. 'They had to close some bridges yesterday because of high tides.'

5. 'They won't restore the electricity until tomorrow.'

6. 'The schools here may be closed for a while.'

7. 'We ought to use bottled water for a few days.'

3 REWRITE • Read this interview with a meteorologist. Rewrite his answers as indirect speech. Change verb tenses when possible.

1. Q: **A hurricane is just a bad storm, isn't it?**

A: To be a hurricane, a storm must have winds of at least 74 miles an hour.

He said that to be a hurricane, a storm must have winds of at least 74 miles an hour.

2. Q: **We seem to be having more of these big storms.**

A: It's true, and they will probably become more frequent.

3. Q: **Why is that?**

A: The planet may be getting warmer, and that can cause more severe storms.

4. Q: **What went wrong after the last storm?**

A: The emergency services should have arrived much more quickly.

5. Q: **Is there a positive side to all this?**

A: The new satellites will help. If we didn't have them, we wouldn't be able to warn people.

4 EDIT • Read Rita's email to her friend Emily. Find and correct thirteen mistakes in the use of reported speech. The first mistake has already been corrected.

Re: Hurricane

We had some excitement here because of the hurricane last week. Jim's mother called just before the storm. She said she ~~is~~ ^{was} listening to the weather report and that she was worried about us. She told Jim that if you two weren't so stubborn, we will pack up and leave immediately. Jim's father told us how to get ready for the storm. He said we should have put tape on our hotel windows tonight and that we ought to fill the bath with water. He also told Jim that we should buy a lot of batteries before the storm strikes today. My friend Sue called. She said that her place was too close to the coast and that she couldn't stay here. She told me I wanted to stay with me and Jim. She said she should called us sooner. I told her she should come now. Then we listened to the weather forecast and the weather forecaster said that the storm is going to go out to sea. He said it won't strike this area at all!

UNIT 75

Indirect Questions



The Stress Interview

CHECK POINT

Tick Ms Bentley's exact words.

- ☐ 'Why were you still single?'
- ☐ 'Why are you still single?'

CHART CHECK 1

Circle T (True) or F (False).

T F You can leave out **if** or **whether** in indirect *yes/no* questions.

T F You do not use **do** to form indirect *yes/no* questions.

DIRECT SPEECH: YES/NO QUESTIONS

SUBJECT	REPORTING VERB	DIRECT QUESTION
He	asked,	' Do you speak French?' ' Can you use a computer?'

INDIRECT SPEECH: YES/NO QUESTIONS

SUBJECT	REPORTING VERB	(NOUN/ PRONOUN)	INDIRECT QUESTION	
He	asked	(Melissa) (her)	if whether	she spoke French. she could use a computer.

CHART CHECK 2

Circle T (True) or F (False).

T F An indirect question always ends in a question mark.

T F You do not use **do** to form indirect *wh-* questions.

DIRECT SPEECH: WH- QUESTIONS

SUBJECT	REPORTING VERB	DIRECT QUESTION
He	asked,	' Who told you about the job?' ' When do you want to start?'

INDIRECT SPEECH: WH- QUESTIONS

SUBJECT	REPORTING VERB	(NOUN/ PRONOUN)	INDIRECT QUESTION
He	asked	(Melissa) (her)	who had told her about the job. when she wanted to start.

EXPRESS CHECK

Unscramble these words to complete the indirect question.

why • he • job • his • left • had

He asked him _____

Grammar Explanations

1. Use **if**, **whether** or **whether or not** to form **indirect yes/no questions**.

USAGE NOTE: **Whether** is more formal than **if**.

Examples

DIRECT SPEECH

- 'Can you type?' she asked.

INDIRECT SPEECH

- She asked **if I could type**.
- She asked **whether (or not) I could type**.

2. In **indirect yes/no questions**, the subject comes before the verb, the same word order as in statements.

Do not use **do**, **does** or **did** to form indirect questions.

DIRECT SPEECH

- 'Can I start tomorrow?'

INDIRECT SPEECH

- He asked **if he could start** tomorrow.
- NOT He asked ~~could he start~~ tomorrow.

DIRECT SPEECH

- 'Does the job provide benefits?'

INDIRECT SPEECH

- He asked **if the job provided** benefits.
- NOT He asked ~~does the job provide~~ benefits.

3. Use **question words** to form **indirect wh- questions**.

DIRECT SPEECH

- 'Where is your office?' I asked.

INDIRECT SPEECH

- I asked **where his office was**.

4. In **indirect wh- questions**, the subject also comes before the verb as in statements, and you do not use **do**, **does** or **did**.

In **indirect wh- questions about the subject**, the question word is the subject and the verb follows as in statement word order.

DIRECT SPEECH

- 'Why did you leave your job?'

INDIRECT SPEECH

- She asked me **why I had left** my job.
- NOT She asked me ~~why did I leave~~ my job.

DIRECT SPEECH

- Bob asked, 'Who got the job?'

INDIRECT SPEECH

- Bob asked **who had got** the job.

5. **Indirect questions** often end in a **full point**, not a question mark.

- I asked **why I didn't get the job**.
- NOT I asked ~~why didn't I get the job?~~

Check it out! For a list of common verbs used to report questions, see Appendix 13 on page 340.

1

IDENTIFY • Read this article about stress interviews. Underline all the indirect questions.

The Stress Interview

A few weeks ago, Melissa Morrow had a stress interview, one which featured tough, tricky questions and negative evaluations. First, the interviewer asked why she couldn't work under pressure. Before she could answer, he asked who had written her application for her. Melissa was shocked but she handled herself very well. She asked the interviewer whether he was going to ask her any serious questions. Then she left.

Companies sometimes conduct stress interviews to see how candidates handle pressure.

Suppose, for example, that there is an accident in a nuclear power plant. The plant's public relations officer must remain calm when reporters ask how the accident could have happened. Be aware, however, that in some countries, like the United States, certain questions are not allowed unless they are directly related to the job. If your interviewer asks how old you are, you can refuse to answer. The interviewer also should not ask whether you are married or how much money you owe. If you think a question is inappropriate, ask how it relates to the job. If it doesn't relate to it, you don't have to answer.

MATCH • Tick the direct questions that match the indirect questions in the article.

- | | |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> 1. Can you work under pressure? | <input type="checkbox"/> 4. Was there an accident in a nuclear power plant? |
| <input checked="" type="checkbox"/> 2. Who wrote your application for you? | <input type="checkbox"/> 5. How old are you? |
| <input type="checkbox"/> 3. Are you going to ask me any serious questions? | <input type="checkbox"/> 6. When did you get married? |
| | <input type="checkbox"/> 7. Is it an inappropriate question? |

2

REPORT • Claire's friend James wants to know all about her interview. Report his questions.

1. 'What kind of job is it?' He asked what kind of job it was.
2. 'When is the interview?' _____
3. 'Where's the company?' _____
4. 'Do you need directions?' _____
5. 'How long does it take to get there?' _____
6. 'Are you going to drive?' _____
7. 'Who's going to interview you?' _____
8. 'When will they let you know?' _____

3

REWRITE • These questions were asked at Claire's interview. Decide which ones Claire asked and which ones Pete, the manager, asked. Rewrite each question as indirect speech.

1. 'What training is available for the job?'
 Claire asked what training was available for the job.
2. 'What experience do you have?'
 Pete asked what experience she had.
3. 'Are you going for interviews with other companies?'

4. 'What will my responsibilities be?'

5. 'How is job performance rewarded?'

6. 'What was your starting salary at your last job?'

7. 'Did you get on well with your last employer?'

8. 'Do you employ many women?'

4

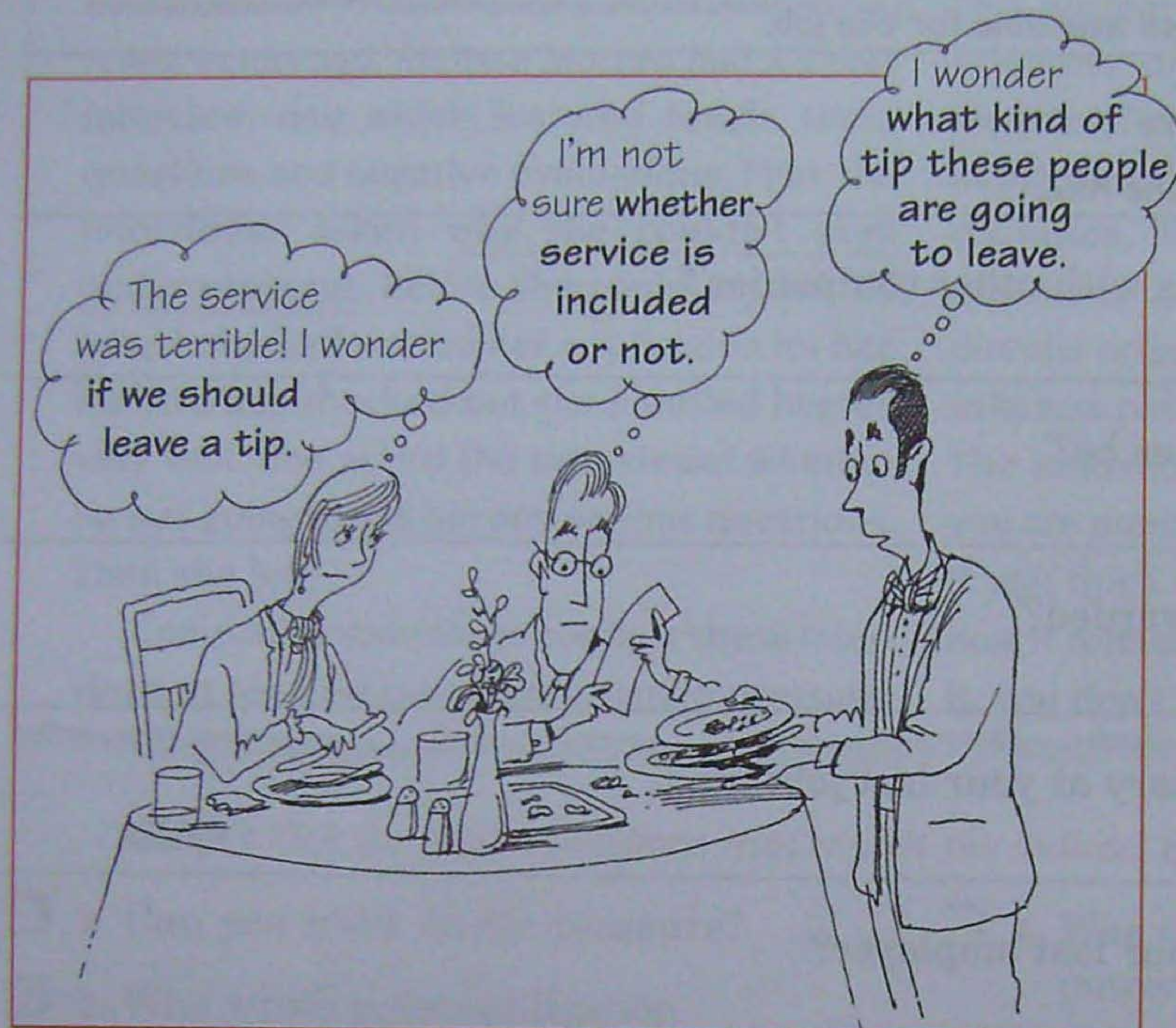
EDIT • Read part of a memo an interviewer wrote. Find and correct eight mistakes in the use of indirect questions. The first mistake has already been corrected. Check the punctuation!

Memo

I did some stress questioning in my interview with Miles Denton this morning. I asked Mr Denton why ~~couldn't he~~ ^{he couldn't} work under pressure. I also asked him why did his supervisor dislike him. Finally, I enquired when he would leave our company? Mr Denton answered my questions calmly and he had some excellent questions of his own. He asked 'if we expected changes to the job.' He also wanted to know how often do we evaluate employees. I was impressed when he asked why did I decide to join this company. I think we should employ him.

UNIT 76

Embedded Questions



CHECK POINT

Tick the questions the people are asking themselves.

- ☐ Should we leave a tip?
- ☐ Was the service any good?
- ☐ Are these people going to leave a tip?
- ☐ Is the service included?

CHART CHECK

Circle T (True) or F (False).

T F Embedded questions always end with a full stop.

T F You can use the infinitive after **whether** or a question word.

MAIN CLAUSE	EMBEDDED QUESTION
I'm not sure	if I left the right tip. whether it was enough.
Can you remember	how much it was? where we ate?
I don't know	whether to tip.
Do you know	how much to tip? where to leave the tip?

EXPRESS CHECK

Punctuate these sentences.

A: Do you know how much to tip_____

B: About 15%. But I'm not sure where to leave the tip_____

Grammar Explanations

Examples

1. Unit 75 deals with **indirect questions** to report another person's words.

Indirect questions are a kind of **embedded question** – one that is included in another sentence. This unit discusses embedded questions that do not report another person's words.

DIRECT QUESTION
Should I tip?

INDIRECT QUESTION
He asked **if he should tip**.

EMBEDDED QUESTION
Do you know **whether I should tip**?

2. If the embedded question is **in a statement**, use a full stop at the end of the sentence. If the embedded question is **in a question**, use a question mark at the end of the sentence.

MAIN SENTENCE = STATEMENT

■ **I don't know** who our waiter is.

MAIN SENTENCE = QUESTION

■ **Do you know** who our waiter is?

3. We often **use embedded questions** to

- express something we do not know.
- ask politely for information.

USAGE NOTE: With strangers or in a formal situation, an embedded question is considered more polite than a direct question.

■ I wonder **why he didn't tip the waiter**.

■ Can you tell me **if the tip is included**?

LESS FORMAL

■ Does the bill include the tip?

MORE POLITE

■ Can you tell me **if the bill includes the tip**?

4. Introduce **embedded yes/no questions** with **if**, **whether** or **whether or not**.

USAGE NOTE: **Whether** is more formal than **if**.

Introduce **embedded wh- questions** with a question word.

You can also use the **infinitive** after a question word or **whether**.

- **BE CAREFUL!** Do not use the infinitive after **if** or **why**.

■ Do you know **if he tips**?

■ Do you know **whether (or not) he tips**?

■ Many tourists wonder **how much they should tip their waiter**.

■ Many tourists wonder **how much to tip**.

■ Some wonder **whether to tip** at all.

■ We wondered **why we should leave a tip**.
NOT ~~We wondered why to leave a tip.~~

5. **BE CAREFUL!** Use **statement word order** in all embedded questions.

Do not leave out **if** or **whether** in embedded yes/no questions.

Do not use **do**, **does** or **did** in embedded questions.

■ Could you tell me **where they are**?
NOT ~~Could you tell me where are they?~~

■ Could you tell me **if it is** 6:00 yet?
NOT ~~Could you tell me is it 6:00 yet?~~

■ I don't know **when the pizza came**.
NOT ~~I don't know when did the pizza come.~~


Check it out!

For a list of common phrases introducing embedded questions, see Appendix 15 on page 340.

1

IDENTIFY • Read this online advert for a book about tipping. Underline the embedded questions.

Tips on Tipping



The Secrets of Tipping

By IRENE FRANKEL

Read this book if ...

- you've ever wanted to know exactly how to tip.
- you've ever cancelled a restaurant booking because you didn't know whether to tip or not.
- you've ever forgotten to tip or not realised that you were supposed to tip.
- you've ever left a small tip and then wondered if it should have been bigger.
- you're ever left a large tip and then wondered if you needed to tip at all.
- you've ever been uncertain whether the tip is included in the bill.
- you've ever wondered why you should tip.
- you're new to the United Kingdom and you're not sure who to tip.

2

REWRITE • Complete these questions about tipping customs. Change the direct questions in brackets to embedded questions. Use the infinitive whenever possible. Use correct punctuation.

1. Can you tell me whether to tip in Canada?
(Should I tip in Canada?)
2. I'm going to France. Please explain _____
(How can I tell if the tip is included in the bill?)
3. Can you tell me _____
(Why did waiters in Iceland refuse my tips?)
4. I'm moving to Japan. I'd like to know _____
(How much should I tip airport porters?)
5. We're visiting Australia. Please tell us _____
(Who expects a tip and who doesn't?)
6. I'm going on holiday to Norway. I'd like to know if _____
(Should I tip my ski instructor?)
7. I've got a new job in China. I need to know whether _____
(Is tipping still illegal there?)
8. In Germany the tip is included. I don't know whether _____
(Should I tip anyway?)

3 CHOOSE & REWRITE • Two students from Newcastle are visiting Washington D.C. Complete their conversations. Choose the appropriate questions from the box and change them to embedded questions. Remember to punctuate the sentences correctly.

How much should we tip the taxi driver?
 Could we rent a car and drive?
 Where can we buy metro tickets?

Where is the Smithsonian Museum?
 What did they put in the sauce?
~~Where is it?~~

1. **MARY:** We're going to the Hotel Edison. Do you know where it is?
DRIVER: Sure. Get in and I'll take you there.
2. **MIKE:** (*whispering*) Do you know _____
MARY: According to the book, we're supposed to leave 10 to 15 per cent. I've got it.
3. **MARY:** Excuse me. Can you tell me _____
OFFICER: Just turn right at the corner. You'll see it.
4. **MIKE:** I'd like to take the metro to the zoo, but I don't know _____
MARY: Probably at the station.
5. **MARY:** I want to visit Williamsburg. Do you think _____
MIKE: Let's find out. That sounds fun.
6. **MARY:** This is delicious. Let's try to find out _____
MIKE: It tastes like ginger and garlic to me.

4 EDIT • Read this entry from a student's diary. Find and correct seven mistakes in the use of embedded questions. The first mistake has already been corrected. Remember to check the punctuation!

When you live in a foreign country, even a small occasion can be an adventure! Before my date with James tonight, I didn't even know what ~~should~~ ^{I should} I wear! Jeans? A dress? John's Grill isn't a smart restaurant but it was James's birthday and I wanted to make it a big occasion. Alison was very helpful, as always. I knew how to get to John's Grill but I didn't know how long it was going to take to get there? I left at 6:00, which should have given me plenty of time, but when I got off the bus, I wasn't sure if to turn left or right. I asked a police officer where was John's and I was only a few minutes late. I had planned to take James out for a drink afterwards but I couldn't remember how I to find the place Alison had suggested and James has been here even less time than me. Anyway, when we got the bill, I was wondering whether to tip or no. I had to ask James did he know. Fortunately, he had read a great book called *Tips on Tipping* so he told me to leave about 15 per cent.

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. 'You look beautiful in that dress.'

Last night she told me _____ beautiful in that dress.

(A) you look

(B) you looked

(C) I'll look

(D) I looked

A B C D

2. We'd better find out _____ the train has left.

(A) if

(B) does

(C) has

(D) did

A B C D

3. —Should we turn left or go straight on?

—Hmm. I'm not sure which way _____.

(A) do we turn

(B) to turn

(C) should we turn

(D) it turned

A B C D

4. 'Why don't you join us for coffee, Don?'

After the film, we asked Don _____ us for coffee.

(A) would he join

(B) why he didn't join

(C) to join

(D) for joining

A B C D

5. 'We must leave immediately!'

When the fire alarm rang, our teacher said _____ leave immediately.

(A) we had to

(B) we have to

(C) not to

(D) he must

A B C D

6. 'Today is the happiest day of my life.'

At the reception last night, the groom said _____ the happiest day of his life.

(A) today was

(B) that day is

(C) yesterday was

(D) today is

A B C D

7. I wonder who _____

(A) our waiter is?

(B) is our waiter.

(C) our waiter is.

(D) is our waiter?

A B C D

8. 'Please don't leave your boots in the hall.'

My mother is always telling me _____ boots in the hall.

(A) not to leave my

(B) not to leave your

(C) to not leave my

(D) don't leave my

A B C D

9. 'Hi, Bob. Did you get the job?'
Bob's friend asked him _____ the job.
(A) did he get (C) if he had got
(B) did you get (D) had he got
10. 'Weather patterns change.'
Experts now say that weather patterns _____.
(A) changed (C) had changed
(B) are changing (D) change

A B C D

A B C D

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school but today he walks.

A B C **D**

11. The teacher said the class that hot air rises and cold air sinks.
A B C D
12. I asked Sean how to pronounce his name?
A B C D
13. Gerry called last week and said that he needed the report now.
A B C D
14. Two days ago, the weather forecaster warned us that a storm is coming.
A B C D
15. Sandy called from Miami and said she was swimming here.
A B C D
16. Do you know if or not we need to bring our passports?
A B C D
17. She didn't know if to tip so she asked me what to do.
A B C D
18. Ron said that he wasn't sure but the rain might stop already.
A B C D
19. I'd like lobster but the menu doesn't say how much does it cost.
A B C D
20. Luke always says that he ran a mile every day these days.
A B C D
21. Could you tell me when the next train leaves and where to buy tickets.
A B C D
22. 'If you can wait a few minutes, I will give you a lift.' Rhoda said.
A B C D
23. Jim wants to know could you call him and tell him where to meet you.
A B C D
24. The dentist said to brush three times a day and don't eat sweets.
A B C D
25. At the interview they asked me when can you start work.
A B C D

Appendices

1

Irregular Verbs

BASE FORM	PAST SIMPLE	PAST PARTICIPLE	BASE FORM	PAST SIMPLE	PAST PARTICIPLE
arise	arose	arisen	grind	ground	ground
awake	awoke	awoken	grow	grew	grown
be	was/were	been	hang	hung/hanged	hung/hanged
beat	beat	beaten	have	had	had
become	became	become	hear	heard	heard
begin	began	begun	hide	hid	hidden
bend	bent	bent	hit	hit	hit
bet	bet	bet	hold	held	held
bite	bit	bitten	hurt	hurt	hurt
bleed	bled	bled	keep	kept	kept
blow	blew	blown	kneel	knelt	knelt
break	broke	broken	know	knew	known
bring	brought	brought	lay	laid	laid
build	built	built	lead	led	led
burn	burnt	burnt	leap	leapt	leapt
burst	burst	burst	learn	learnt	learnt
buy	bought	bought	leave	left	left
catch	caught	caught	lend	lent	lent
choose	chose	chosen	let	let	let
cling	clung	clung	lie (lie down)	lay	lain
come	came	come	light	lit	lit
cost	cost	cost	lose	lost	lost
creep	crept	crept	make	made	made
cut	cut	cut	mean	meant	meant
deal	dealt	dealt	meet	met	met
dig	dug	dug	pay	paid	paid
do	did	done	prove	proved	proved/proven
draw	drew	drawn	put	put	put
dream	dreamt	dreamt	quit	quit	quit
drink	drank	drunk	read /ri:d/	read /red/	read /red/
drive	drove	driven	ride	rode	ridden
earn	earnt	earnt	ring	rang	rung
eat	ate	eaten	rise	rose	risen
fall	fell	fallen	run	ran	run
feed	fed	fed	say	said	said
feel	felt	felt	see	saw	seen
fight	fought	fought	seek	sought	sought
find	found	found	sell	sold	sold
fit	fit	fit	send	sent	sent
flee	fled	fled	set	set	set
fling	flung	flung	sew	sewed	sewn
fly	flew	flown	shake	shook	shaken
forbid	forbade	forbidden	shine	shone	shone
forget	forgot	forgotten	shoot	shot	shot
forgive	forgave	forgiven	show	showed	shown
freeze	froze	frozen	shrink	shrank	shrunk
get	got	got	shut	shut	shut
give	gave	given	sing	sang	sung
go	went	gone			

BASE FORM	PAST SIMPLE	PAST PARTICIPLE	BASE FORM	PAST SIMPLE	PAST PARTICIPLE
sink	sank	sunk	swear	swore	sworn
sit	sat	sat	sweep	swept	swept
sleep	slept	slept	swim	swam	swum
slide	slid	slid	swing	swung	swung
smell	smelt	smelt	take	took	taken
speak	spoke	spoken	teach	taught	taught
speed	sped	sped	tear	tore	torn
spell	spelt	spelt	tell	told	told
spend	spent	spent	think	thought	thought
spill	spilt	spilt	throw	threw	thrown
spin	span/spun	spun	understand	understood	understood
spit	spat	spat	upset	upset	upset
split	split	split	wake	woke	woken
spread	spread	spread	wear	wore	worn
spring	sprang	sprung	weave	wove	woven
stand	stood	stood	weep	wept	wept
steal	stole	stolen	win	won	won
stick	stuck	stuck	wind	wound	wound
sting	stung	stung	withdraw	withdrew	withdrawn
stink	stank	stunk	wring	wrung	wrung
strike	struck	struck	write	wrote	written

2 Common Stative Verbs

EMOTIONS	MENTAL STATES		WANTS AND PREFERENCES	APPEARANCE AND VALUE	POSSESSION AND RELATIONSHIP
admire	agree	know	hope	appear	belong
adore	assume	mean	need	be	contain
appreciate	believe	mind	prefer	cost	have
care	consider	presume	want	equal	own
detest	disagree	realise	wish	feel	possess
dislike	disbelieve	recognise		look	
doubt	estimate	remember		matter	
envy	expect	see (<i>understand</i>)		represent	
fear	feel (<i>believe</i>)	suppose		resemble	
hate	find	suspect		seem	
like	guess	think (<i>believe</i>)		signify	
love	hesitate	understand		smell	
regret	imagine	wonder		sound	
respect				taste	
trust				weigh	

3 Common Verbs Followed by the Gerund (Base Form of Verb + -ing)

admit	consider	dislike	imagine	mind (<i>object to</i>)	recall	resist
advise	delay	endure	justify	miss	recommend	risk
appreciate	deny	enjoy	keep (<i>continue</i>)	postpone	regret	suggest
avoid	detest	feel like	mention	practise	report	tolerate
can't help	discontinue	finish		propose	resent	understand
celebrate	discuss	forgive				

4 Common Verbs Followed by the Infinitive (To + Base Form of Verb)

afford	choose	grow	learn	pay	request	want
agree	consent	help	manage	plan	seem	wish
appear	decide	hesitate	mean	prepare	struggle	would like/
arrange	deserve	hope	need	pretend	swear	love/hate
ask	expect	hurry	neglect	promise	volunteer	yearn
attempt	fail	intend	offer	refuse	wait	

5 Verbs Followed by Objects and the Infinitive

advise	challenge	encourage	get	need*	persuade	require	want*
allow	choose*	expect*	help*	order	promise*	teach	warn
ask*	convince	forbid	hire	pay*	remind	tell	wish*
cause	enable	force	invite	permit	request*	urge	would like/
							love/hate*

*These verbs can also be followed by the infinitive without an object (example: *ask to leave* or *ask someone to leave*).

6 Common Verbs Followed by the Gerund or the Infinitive

begin	continue	hate	love	remember*	stop*
can't stand	forget*	like	prefer	start	try

*These verbs can be followed by either the gerund or the infinitive but there is a big difference in meaning.

7 Common Verb + Preposition Combinations

admit to	believe in	deal with	look forward to	rely on	think about
advise against	choose between	dream about/of	object to	resort to	wonder about
apologise for	complain about	feel like/about	pay for	succeed in	worry about
approve of	count on	insist on	plan on	talk about	

8 Common Adjective + Preposition Combinations

accustomed to	bored with	famous for	opposed to	sick of
afraid of	capable of	fed up with	pleased about	slow at
amazed at/by	careful of	fond of	ready for	sorry for/about
angry with/about	concerned about	glad about	responsible for	surprised at/about/by
ashamed of	content with	good at	sad about	terrible at
aware of	curious about	happy about	safe from	tired of
awful at	different from	interested in	satisfied with	used to
bad at	excited about	nervous about	shocked at/by	worried about

9 Common Adjectives that Can Be Followed by the Infinitive*

afraid	ashamed	determined	eager	excited	hesitant	proud	sad	touched
alarmed	curious	disappointed	easy	fortunate	likely	ready	shocked	upset
amazed	delighted	distressed	embarrassed	glad	lucky	relieved	sorry	willing
anxious	depressed	disturbed	encouraged	happy	pleased	reluctant	surprised	

*Example: *I'm happy to hear that.*

10 Irregular Comparisons of Adjectives, Adverbs and Quantifiers

ADJECTIVE	ADVERB	COMPARATIVE	SUPERLATIVE
bad	badly	worse	worst
far	far	further	furthest
good	well	better	best
little	little	less	least
many/a lot of	—	more	most
much*/a lot of	much*/a lot	more	most

*Much is usually only used in questions and negative statements.

11 Common Participles used as Adjectives

-ed	-ing	-ed	-ing	-ed	-ing
alarmed	alarming	disturbed	disturbing	moved	moving
amazed	amazing	embarrassed	embarrassing	paralysed	paralysing
amused	amusing	entertained	entertaining	pleased	pleasing
annoyed	annoying	excited	exciting	relaxed	relaxing
astonished	astonishing	exhausted	exhausting	satisfied	satisfying
bored	boring	fascinated	fascinating	shocked	shocking
confused	confusing	frightened	frightening	surprised	surprising
depressed	depressing	horrified	horrifying	terrified	terrifying
disappointed	disappointing	inspired	inspiring	tired	tiring
disgusted	disgusting	interested	interesting	touched	touching
distressed	distressing	irritated	irritating	troubled	troubling

12 Some Adjectives that Form the Comparative and Superlative in Two Ways

ADJECTIVE	COMPARATIVE	SUPERLATIVE
common	commoner / more common	commonest / most common
deadly	deadlier / more deadly	deadliest / most deadly
friendly	friendlier / more friendly	friendliest / most friendly
happy	happier / more happy	happiest / most happy
lively	livelier / more lively	liveliest / most lively
lonely	lonelier / more lonely	loneliest / most lonely
lovely	lovelier / more lovely	loveliest / most lovely
narrow	narrower / more narrow	narrowest / most narrow
pleasant	pleasanter / more pleasant	pleasanteest / most pleasant
polite	politer / more polite	politest / most polite
quiet	quieter / more quiet	quietest / most quiet
shallow	shallower / more shallow	shallowest / most shallow
true	truer / more true	truest / most true

13 Common Reporting Verbs

STATEMENTS

acknowledge	claim	indicate	reply
add	complain	maintain	report
admit	conclude	mean	say
announce	confess	note	state
answer	declare	observe	suggest
argue	deny	promise	tell
assert	exclaim	remark	warn
believe	explain	repeat	write

INSTRUCTIONS, COMMANDS, REQUESTS AND INVITATIONS

advise	invite
ask	order
caution	say
command	tell
demand	urge
instruct	warn

QUESTIONS

ask
inquire
question
want to know
wonder

14 Common Time Word Changes in Indirect Speech

DIRECT SPEECH

now
today
tomorrow
yesterday
this week/month/year
last week/month/year
next week/month/year

INDIRECT SPEECH

→ then
→ that day
→ the next day OR the following day OR the day after
→ the day before OR the previous day
→ that week/month/year
→ the week/month/year before
→ the following week/month/year

15 Common Phrases Introducing Embedded Questions

I don't know ...
I don't understand ...
I wonder ...
I'm not sure ...
I can't remember ...
I can't imagine ...
It doesn't say ...

I'd like to know ...
I want to understand ...
I'd like to find out ...
We need to find out ...
Let's ask ...

Do you know ... ?
Do you understand ... ?
Can you tell me ... ?
Could you explain ... ?
Can you remember ... ?
Would you show me ... ?
Who knows ... ?

16 Verbs and Expressions Commonly Used Reflexively

amuse oneself
ask oneself
avail oneself of
be hard on oneself
be oneself
be pleased with oneself
be proud of oneself

behave oneself
believe in oneself
blame oneself
cut oneself
deprive oneself of
dry oneself
enjoy oneself

feel sorry for oneself
forgive oneself
give oneself
help oneself
hurt oneself
imagine oneself
introduce oneself

keep oneself
kill oneself
look after oneself
look at oneself
pride oneself on
push oneself
remind oneself

see oneself
take care of oneself
talk to oneself
teach oneself
tell oneself
treat oneself
wash oneself

17 Some Common Phrasal Verbs

(s.o. = someone s.t. = something)

NOTE 1: Inseparable phrasal verbs are shown with the object after the particle (*go after s.t.*). Separable phrasal verbs are shown with the object between the verb and the particle (*call s.o. up*). Verbs which must be separated are shown with an asterisk (*) (*keep s.t. on*).

NOTE 2: Separable phrasal verbs can have the noun object either between the verb and the particle or after the particle (*call Jan up* OR *call up Jan*). These verbs must, however, be separated when there is a pronoun object (*call her up* NOT *call up her*).

PHRASAL VERB	MEANING	PHRASAL VERB	MEANING
ask s.o. round	invite to one's home	drop s.o. or s.t. off	take someone/something to a place and leave them/lit there
block s.t. out	stop from passing through (light, noise)	drop out (of s.t.)	leave
blow s.t. out	stop burning by blowing	eat out	eat in a restaurant
blow s.t. up	fill something with air (a balloon, a water toy)	empty (s.t.) out	empty completely
blow (s.t.) up	(make s.t.) explode	end up	1. do something unexpected or unintended 2. reach a final place or condition
break down	stop functioning	fall off	become detached
break out	occur suddenly	figure s.o. or s.t. out	understand (after thinking about)
bring s.t. about	make something happen	fill s.t. in	complete with information (a form, an application)
bring s.o. or s.t. back	return someone or something	fill (s.t.) up	fill completely
bring s.t. out	introduce (a new product, a book)	find (s.t.) out	learn information
bring s.o. up	raise (children)	follow (s.t.) through	complete
burn (s.t.) down	burn completely	fool around	be playful
call (s.o.) back	return a phone call	get s.t. across	get people to understand an idea
call s.t. off	cancel	get ahead	make progress, succeed
call s.o. up	telephone someone	get along	relate well
carry on s.t.	continue	get back	return
carry s.t. out	pursue a plan	get by	survive
catch on	become popular	get out (of s.t.)	leave (a car, a taxi)
cheer (s.o.) up	(make someone) feel happier	get s.t. out of s.t.*	benefit from
clean (s.o. or s.t.) up	clean completely	get together	meet
clear (s.t.) up	make clear	get up	rise from bed
come about	happen	give s.t. away	give without charging money
come along	accompany	give s.t. back	return something
come back	return	give s.t. out	distribute
come in	enter	give (s.t.) up	stop, abandon
come off s.t.	become detached	go after s.o. or s.t.	pursue
come out	appear	go along with s.t.	act in agreement with
come up	arise	go back	return
come up with s.t.	invent	go off	explode (a gun, fireworks)
cover s.t. up	cover completely	go on	continue
cross s.t. out	draw a line through	go out	leave
cut s.t. down	bring down by cutting	go up	be built
cut s.t. off	1. stop the supply of something 2. remove by cutting	grow up	become an adult
cut s.t. out	remove by cutting	hand s.t. in	give some work to a boss or teacher
dream s.t. up	invent	hand s.t. out	distribute
dress up	put on special or formal clothes	hang up	put the phone down
drink s.t. up	drink completely	hang s.t. up	put on a hook or hanger
drop by/in	visit unexpectedly		

(continued on next page)

PHRASAL VERB	MEANING	PHRASAL VERB	MEANING
help (s.o.) out	assist	show s.o. or s.t. off	display the best qualities
hold on	wait, not hang up the phone	show up	appear
keep (s.o. or s.t.) away	(cause to) stay at a distance	sign up	register
keep on	continue	sit down	take a seat
keep s.t. on*	not remove (a piece of clothing or jewellery)	stand up	rise
keep up		stay up	remain awake
(with s.o. or s.t.)	go as fast as	stick with/to s.o. or s.t.	not give up, not leave
lay s.o. off	end someone's employment	straighten (s.t.) up	make neat
leave s.t. on*	1. not turn off (a light, a radio) 2. not remove (a piece of clothing or jewellery)	switch s.t. on	start a machine
leave s.t. out	omit	take s.t. away/off	remove
let s.o. down	disappoint	take s.t. back	return
let s.o. or s.t. in	allow to enter	take off	depart (a plane)
let s.o. or s.t. out	allow to leave	take s.o. on	hire, employ
lie down	recline	take s.t. out	borrow from a library
light (s.t.) up	illuminate	talk s.o. into*	persuade
look out	be careful	talk s.t. over	discuss
look s.o. or s.t. over	examine	team up with s.o.	start to work with
look s.t. up	try to find in a book or on the internet	tear s.t. down	destroy
make s.t. up	create	tear s.t. up	tear into small pieces
pass s.t. round	distribute	think s.t. over	consider
pay s.o. or s.t. back	repay	think s.t. up	invent
pay off	be worthwhile	throw s.t. away/out	discard
pick s.o. or s.t. out	1. select 2. identify	touch s.t. up	improve by making small changes
pick up	improve	try s.t. on	put clothing on to see if it fits
pick s.o. or s.t. up	1. lift 2. get (an idea, a new book, an interest)	try s.t. out	find out if something works
play around	have fun	turn s.o. or s.t. down	1. reject 2. decrease the volume (a radio, a TV)
point s.o. or s.t. out	indicate	turn s.o. or s.t. into	change from one form to another
put s.t. away	put something in an appropriate place	turn s.t. off	stop a machine
put s.t. back	return something to its original place	turn s.t. on	start a machine
put s.o. or s.t. down	stop holding	turn out	have a particular result
put s.t. off	postpone	turn up	appear
put s.t. on	cover the body with a piece of clothing or jewellery	turn s.t. up	increase the volume
put s.t. together	assemble	use s.t. up	use completely, consume
put s.t. up	erect	wake up	arise after sleeping
run into s.o.	meet accidentally	wake (s.o.) up	awaken
run out (of s.t.)	not have enough of a supply	watch out	be careful
see s.t. through*	complete	work s.t. off	remove by work or activity
set s.t. off	cause to explode	work out	1. be resolved 2. exercise
set s.t. up	1. establish (a business, an organisation) 2. prepare for use	work s.t. out	solve
		write s.t. down	write on a piece of paper
		write s.t. up	write in a finished form

18 Some Common Irregular Plural Nouns

SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
analysis	analyses	half	halves	child	children	mouse	mice
basis	bases	knife	knives	man	men		
crisis	crises	leaf	leaves	woman	women	deer	deer
hypothesis	hypotheses	life	lives			fish	fish
		loaf	loaves	foot	feet	sheep	sheep
		shelf	shelves	goose	geese		
		wife	wives	tooth	teeth	person	people

19 Spelling Rules for the Present Continuous

1. Add *-ing* to the base form of the verb.

read reading
stand standing

2. If a verb ends in a silent *-e*, drop the final *-e* and add *-ing*.

leave leaving
take taking

3. In a one-syllable word, if the last three letters are a consonant – vowel – consonant combination (CVC), double the last consonant before adding *-ing*.

C V C
↓ ↓ ↓
s i t sitting

C V C
↓ ↓ ↓
r u n running

However, do not double the last consonant in words that end in *w*, *x*, or *y*.

sew sewing
fix fixing
enjoy enjoying

4. In words of two or more syllables that end in a consonant – vowel – consonant combination, double the last consonant only if the last syllable is stressed.

admit admitting (The last syllable is stressed,
so you double the *-t*.)

whisper whispering (The last syllable is not stressed,
so you don't double the *-r*.)

5. If a verb ends in *-ie*, change the *ie* to *y* before adding *-ing*.

die dying

20 Spelling Rules for the Present Simple: Third Person Singular (*he, she, it*)

1. Add *-s* for most verbs.

work works
buy buys
ride rides
return returns

2. Add *-es* for words that end in *-ch*, *-s*, *-sh*, *-x*, or *-z*.

watch watches
pass passes
rush rushes
relax relaxes
buzz buzzes

3. Change the *y* to *i* and add *-es* when the base form ends in a consonant + *y*.

study studies
hurry hurries
dry dries

Do not change the *y* when the base form ends in a vowel + *y*. Add *-s*.

play plays
enjoy enjoys

4. A few verbs have irregular forms.

be is
do does
go goes
have has

21 Spelling Rules for the Past Simple of Regular Verbs

1. If the verb ends in a consonant, add *-ed*.

return	returned
help	helped

2. If the verb ends in *-e*, add *-d*.

live	lived
create	created
die	died

3. In one-syllable words, if the verb ends in a consonant – vowel – consonant combination (CVC), double the final consonant and add *-ed*.

C V C	
↓ ↓ ↓	
h o p	hopped

C V C	
↓ ↓ ↓	
r u b	rubbed

However, do not double the last consonant in one-syllable words ending in *-w*, *-x*, or *-y*.

bow	bowed
mix	mixed
play	played

4. In words of two or more syllables that end in a consonant – vowel – consonant combination, double the last consonant only if the last syllable is stressed.

prefer	preferred	(The last syllable is stressed, so you double the <i>-r</i> .)
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visit	visited	(The last syllable is not stressed, so you don't double the <i>t</i> .)
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5. If the verb ends in a consonant + *y*, change the *y* to *i* and add *-ed*.

worry	worried
carry	carried

6. If the verb ends in a vowel + *y*, add *-ed*. (Do not change the *y* to *i*.)

play	played
annoy	annoyed

Exceptions: pay—paid, lay—laid, say—said

22 Spelling Rules for the Comparative (*-er*) and Superlative (*-est*) of Adjectives

1. Add *-er* to one-syllable adjectives to form the comparative. Add *-est* to one-syllable adjectives to form the superlative.

cheap	cheaper	cheapest
bright	brighter	brightest

2. If the adjective ends in *-e*, add *-r* or *-st*.

nice	nicer	nicest
------	-------	--------

3. If the adjective ends in a consonant + *y*, change *y* to *i* before you add *-er* or *-est*.

	pretty	prettier	prettiest
--	--------	----------	-----------

Exception: shy shyer shyest

4. If the adjective ends in a consonant – vowel – consonant combination (CVC), double the final consonant before adding *-er* or *-est*.

C V C	
↓ ↓ ↓	
b i g	bigger biggest

However, do not double the final consonant in words ending in *-w* or *-y*.

slow	slower	slowest
coy	coyer	coyest

23 Spelling Rules for Adverbs Ending in *-ly*

1. Add *-ly* to the corresponding adjective.

nice	nicely
quiet	quietly
beautiful	beautifully

2. If the adjective ends in a consonant + *y*, change the *y* to *i* before adding *-ly*.

easy	easily
------	--------

3. If the adjective ends in *-e*, drop the *e* and add *-y*.

possible	possibly
----------	----------

However, do not drop the *e* for other adjectives ending in *-e*.

	extreme	extremely
Exception:	true	truly

4. If the adjective ends in *-ic*, add *-ally*.

basic	basically
fantastic	fantastically

24 Contractions with Verb Forms

1. PRESENT SIMPLE, PRESENT CONTINUOUS AND IMPERATIVE

Contractions with Be

I am	=	I'm
you are	=	you're
he is	=	he's
she is	=	she's
it is	=	it's
we are	=	we're
you are	=	you're
they are	=	they're

I am not	=	I'm not
you are not	=	you aren't or you're not
he is not	=	he isn't or he's not
she is not	=	she isn't or she's not
it is not	=	it isn't or it's not
we are not	=	we aren't or we're not
you are not	=	you aren't or you're not
they are not	=	they aren't or they're not

Contractions with Do

do not	=	don't
does not	=	doesn't

2. PAST SIMPLE AND PAST CONTINUOUS

Contractions with Be

was not	=	wasn't
were not	=	weren't

Contractions with Do

did not	=	didn't
---------	---	--------

3. FUTURE

Contractions with Will

I will	=	I'll
you will	=	you'll
he will	=	he'll
she will	=	she'll
it will	=	it'll
we will	=	we'll
you will	=	you'll
they will	=	they'll
will not	=	won't

PRESENT SIMPLE	PRESENT CONTINUOUS
I'm a student.	I'm studying here.
He's my teacher.	He's teaching verbs.
We're from Canada.	We're living here.

PRESENT SIMPLE	PRESENT CONTINUOUS
She's not ill.	She's not reading.
He isn't late.	He isn't coming.
We aren't twins.	We aren't leaving.
They're not here.	They're not playing.

PRESENT SIMPLE	IMPERATIVE
They don't live here.	Don't run!
It doesn't snow much.	

PRESENT SIMPLE	IMPERATIVE
He wasn't a poet.	He wasn't singing.
They weren't twins.	They weren't sleeping.
We didn't see her.	

PRESENT SIMPLE
I'll take the train.
It'll be faster that way.
We'll go together.
He won't come with us.
They won't miss the train.

Contractions with *Be going to*

I am going to	=	I'm going to
you are going to	=	you're going to
he is going to	=	he's going to
she is going to	=	she's going to
it is going to	=	it's going to
we are going to	=	we're going to
you are going to	=	you're going to
they are going to	=	they're going to

FUTURE WITH *BE GOING TO*

I'm **going to buy** tickets tomorrow.
 She's **going to call** you.
 It's **going to rain** soon.
 We're **going to drive** to Leeds.
 They're **going to crash**!

4. PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS

Contractions with *Have*

I have	=	I've
you have	=	you've
he has	=	he's
she has	=	she's
it has	=	it's
we have	=	we've
you have	=	you've
they have	=	they've

have not	=	haven't
has not	=	hasn't

You've already **read** that page.
 We've **been writing** for an hour.
 She's **been** to Africa three times.
 It's **been raining** since yesterday.
 We **haven't seen** any elephants yet.
 They **haven't been living** here long.
 She **hasn't taken** any photos today.

5. MODALS AND MODAL-LIKE EXPRESSIONS

cannot	=	can't
could not	=	couldn't
should not	=	shouldn't
had better	=	'd better
would prefer	=	'd prefer
would not	=	wouldn't
would rather	=	'd rather

could have	=	could've
should have	=	should've
would have	=	would've
must have	=	must've
might have	=	might've

She **can't dance**.
 We **shouldn't go**.
 They'd **better decide**.
 I'd **prefer** coffee.
 She **wouldn't**.
 I'd **rather take** the bus.

We **could've walked**.
 We **might've arrived** late.

6. CONDITIONALS WITH *WOULD*

Contractions with *Would*

I would	=	I'd
you would	=	you'd
he would	=	he'd
she would	=	she'd
we would	=	we'd
you would	=	you'd
they would	=	they'd

would have	=	would've
would not	=	wouldn't

If I had time, I'd **travel**.
 If you moved here, **you'd be** happy.
 If she knew the answer, **she'd tell** you.
We'd buy a new car if we had the money.
 If you invited them, **they'd come**.
 If I had known, I **would've told** you.
 I **wouldn't do** that if I were you.

25 Punctuation Rules for Direct Speech

Direct speech may either follow or come before the reporting verb. When direct speech follows the reporting verb,

- Put a comma after the reporting verb.
- Use opening quotation marks before the first word of the direct speech. Quotation marks can be single (') or double (") but note that single quotation marks are more common in British English.
- Begin the quotation with a capital letter.
- Use the appropriate end punctuation for the direct speech. It may be a full stop (.), a question mark (?) or an exclamation mark (!).
- Put closing quotation marks (') or (") after the end punctuation of the quotation.

Examples: He said, 'I had a good time.'

She asked, 'Where's the party?'

They shouted, 'Be careful!'

- For quotations inside quotations, use double quotation marks inside single quotation marks.

Example: 'I heard him shout "Come here!" but I ran away,' he said.

When direct speech comes before the reporting verb,

- Begin the sentence with opening quotation marks.
- Use the appropriate end punctuation for the direct speech. If the direct speech is a statement, use a comma (,). If the direct speech is a question, use a question mark (?). If the direct speech is an exclamation, use an exclamation mark (!).
- Use closing quotation marks after the end punctuation for the direct speech.
- Begin the reporting clause with a lower-case letter.
- Use a full stop at the end of the main sentence (.).

Examples: 'I had a good time,' he said.

'Where's the party?' she asked.

'Be careful!' they shouted.

26 Pronunciation Table

VOWELS				CONSONANTS			
Symbol	Key Word	Symbol	Key Word	Symbol	Key Word	Symbol	Key Word
i:	beat, feed	ə	banana, among	p	pack, happy	ʃ	ship, machine, station, special, discussion
ɪ	bit, did	aɪ	bite, cry, buy, eye	b	back, rubber	ʒ	measure, vision
eɪ	date, paid	aʊ	about, how	t	tie	h	hot, who
e	bet, bed	ɔɪ	voice, boy	d	die	m	men
æ	bat, bad	ɪə	beer	k	came, key, quick	n	sun, know, pneumonia
ɒ	box, odd,	eə	bare	g	game, guest	ŋ	sung, ringing
ɔ:	bought, four, door	ɑ:	bar, father	tʃ	church, nature, watch	w	wet, white
əʊ	boat, road	ʊə	tour	dʒ	judge, general, major	l	light, long
ʊ	book, good	ɜ:	bird	f	fan, photograph	r	right, wrong
u:	boot, food,			v	van	y	yes, use, music
ʌ	but, mud, mother			θ	thing, breath		
				ð	then, breathe		
				s	sip, city, psychology		
				z	zip, please, goes		

STRESS

' shows main stress.

27 Pronunciation Rules for the Present Simple: Third Person Singular (*he, she, it*)

1. The third person singular in the present simple always ends in the letter -s. There are, however, three different ways of pronouncing the final sound of the third person singular.

/s/	/z/	/ɪz/
talks	loves	dances

2. The final sound is pronounced /s/ after the voiceless sounds /p/, /t/, /k/, and /f/.

top	tops
get	gets
take	takes
laugh	laughs

3. The final sound is pronounced /z/ after the voiced sounds /b/, /d/, /g/, /v/, /ð/, /m/, /n/, /ŋ/ and /l/.

describe	describes
spend	spends
hug	hugs
live	lives
breathe	breathes
seem	seems
remain	remains
sing	sings
tell	tells

4. The final sound is pronounced /z/ after w, y and all vowel sounds.

agree	agrees
try	tries
stay	stays
know	knows

5. The final sound is pronounced /ɪz/ after the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/. /ɪz/ adds a syllable to the verb.

relax	relaxes
freeze	freezes
rush	rushes
massage	massages
watch	watches
judge	judges

6. Do and say have a change in vowel sound.

say	/seɪ/	says	/sez/
do	/du:/	does	/dʌz/

28 Pronunciation Rules for the Past Simple of Regular Verbs

1. The regular past simple always ends in the letter -d. There are, however, three different ways of pronouncing the final sound of the regular past simple.

/t/	/d/	/ɪd/
raced	lived	attended

2. The final sound is pronounced /t/ after the voiceless sounds /p/, /k/, /f/, /s/, /ʃ/, and /tʃ/.

hop	hopped
work	worked
laugh	laughed
address	addressed
publish	published
watch	watched

3. The final sound is pronounced /d/ after the voiced sounds /b/, /g/, /v/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, and /ð/.

rub	rubbed
hug	hugged
live	lived
surprise	surprised

massage	massaged
change	changed
rhyme	rhymed
return	returned
bang	banged
enrol	enrolled
appear	appeared
breathe	breathed

4. The final sound is pronounced /d/ after all vowel sounds.

agree	agreed
play	played
die	died
enjoy	enjoyed
row	rowed

5. The final sound is pronounced /ɪd/ after /t/ and /d/. /ɪd/ adds a syllable to the verb.

start	started
decide	decided

29 Used to or would?

1. Use *used to* and *didn't use to* + base form of the verb to talk about past habits and states.

*People used to live here.
(But now they don't.)*

I didn't use to like coffee but now I love it.

Did you use to have long hair when you were younger?

2. You can also use *would* + base form of the verb to describe repeated past actions.

Be careful! You cannot use *would* to describe past states.

*As a child I would walk along the beach collecting shells.
Some evenings, I would go down to the beach to watch the sunset.*

NOT ~~*I would have long hair when I was younger.*~~

30 Have or have got?

1. Use *have* or *have got* to talk about possessions. These two verbs mean the same thing. *Have got* is a present tense of *have* not the present perfect form of *get*. *Have got* is more common than *have* in British English.

I have a flat in Manchester. I've got a flat in Manchester.

The hotel has a swimming pool. The hotel's got a swimming pool.

2. *Have got* is most common in the present and less common in the past.

I had a bad headache yesterday.

NOT ~~*I had got a bad headache...*~~

3. Use *have* to talk about routines or regular activities.

I often have a salad for lunch.

NOT ~~*I often have got a salad for lunch.*~~

The baby has a bath every night.

NOT ~~*The baby has got a bath every night.*~~

4. Use *have* in many common expressions.

have lunch have a bath have a rest

have a chat have a go

31 Compound Nouns

1. Compound nouns are very common in English. Use two or three words together to make compound nouns.

toothbrush = a brush you clean your teeth with

bookshop = a shop where you buy books

sister-in-law

a letter box

job centre

2. Most compounds are written as two separate words.

service station

bus stop

hot dog

credit card

head office

paper clip

3. Some short compounds are written as one word.

bathroom

postman

hairbrush

4. A few have hyphens.

mother-in-law

T-shirt

X-ray

32 British and American English

GRAMMAR

British English

The present perfect is used for recent past actions:

I've just seen Jim.

American English

The past simple or present perfect is used for recent past actions:

I just saw Jim. OR I've just seen Jim.

The past participle *gotten* is not used:

Your French has got better since I last saw you.

The past participle *gotten* is used:

Your French has gotten better since I last saw you.

Have got and *have are* both used in negatives and questions:

Have you got my book? OR Do you have my book?

I haven't got a car. OR I don't have a car.

Have is more common in negatives and questions:

Do you have my book?

I don't have a car.

Collective nouns are more commonly used with a plural verb. Singular verbs are also possible:

The crew are/is on deck. The crowd are/is shouting.

Collective nouns are more commonly used with a singular verb:

The crew is on deck. The crowd is shouting.

Can't is used to say that something is not possible:

Sally can't be here. All the lights are out.

Can't and *must not* are both used to say that something is not possible:

Sally can't/must not be here. All the lights are out.

The definite article *the* is used with musical instruments:

I play the violin.

The definite article *the* can be left out:

I play violin. OR I play the violin.

And is usually used after the verb *go*:

Let's go and see Mike.

And is often left out after the verb *go*:

Let's go see Mike.

SPELLING

British English

centre, fibre, metre, theatre
colour, favourite, flavour,
labour, honour
defence, licence
practice (noun), practise (verb)
programme
analyse, paralyse, realise
analogue, catalogue, dialogue

American English

center, fiber, meter, theater
color, favorite, flavor,
labor, honor
defense, license
practice
program
analyze, paralyze, realize
analog/analogue, catalog,
dialog/dialogue

VOCABULARY

British English

aeroplane
angry
autumn
barrister
bill (in a restaurant)
biscuit
bonnet (of a car)
boot (of a car)
car park
chips
crisps
crossroads
dustbin
film
first floor
flat
gear lever
ground floor
holiday
hooter
jab
lift
lorry
mad
main road
motorway
nappy
pavement
petrol
post
public lavatory/toilet
queue (noun); queue (verb)
rise
rubber
rubbish
shop
solicitor
stupid
surgery
sweets
tap
timetable
torch
trainers
trousers
underground
windscreen
zebra crossing
zip

American English

airplane
angry/mad
fall/autumn
lawyer/attorney
check
cookie
hood
trunk
parking lot
french fries/fries
potato chips
intersection/crossroads
trashcan
movie
second floor
apartment
gear shift/stick shift
first floor
vacation
horn
shot/injection
elevator
truck
crazy
highway
freeway
diaper
sidewalk
gas
mail
rest room
line; stand in line
raise
eraser
trash; garbage
store
lawyer/attorney
dumb/stupid
doctor's office
candy
faucet/tap
schedule/timetable
flashlight
sneakers
pants
subway
windshield
crosswalk
zipper

(continued on next page)

OTHER DIFFERENCES

British English
in Oxford Street
at the weekend
stay at home
in the team
different from/to
outside the city

American English
on Fifth Avenue
on the weekend
stay home
on the team
different than/from
outside of the city/outside the city

11 June; the eleventh of June; June 11; June eleventh; 06-11-95
June the eleventh; 11-06-95
do something again
Monday to Friday
A to Z /zed/
do something over/again
Monday through/to Friday
A to Z /zi:/

Appendix Quiz

Read and answer the questions and tick the correct answers.

- 1 What is the past participle of the verb *light*?
- 2 *envy* is ...
☐ an action verb. ☐ a stative verb.
- 3 If someone *lets you down*, are you ...
☐ happy? ☐ sad?
- 4 What is the superlative form of the adjective *far*?
.....
- 5 If something doesn't interest you, are you ...
☐ boring? ☐ bored?
- 6 If you *used to* drink coffee, do you still drink coffee?
☐ Yes ☐ No
- 7 *tooth* has ...
☐ a regular plural form. ☐ an irregular plural form.
- 8 If you *dress up*, do you wear jeans and trainers?
☐ Yes ☐ No
- 9 What are *chips* called in American English?
.....
- 10 You form compound nouns with more than one word.
☐ True ☐ False
- 11 Which is correct?
☐ I've got a shower every morning.
☐ I have a shower every morning.
- 12 *would* can be used with both action and stative verbs.
☐ True ☐ False
- 13 The past participle and the base form of the verb *hit* are ...
☐ the same. ☐ different.
- 14 The verb *weigh* can have a stative meaning.
☐ True ☐ False
- 15 If you *cheer someone up*, they feel ...
☐ worse. ☐ better.
- 16 The plural form of *sheep* is ...
☐ sheep. ☐ sheeps.
- 17 Which sentence is correct in British English?
☐ I didn't pack my suitcase yet.
☐ I haven't packed my suitcase yet.
- 18 The verb *want* is followed by the ...
☐ -ing form. ☐ infinitive.
- 19 You *eat out* ...
☐ at home. ☐ in a restaurant.
- 20 Your friend gives you a hot dog. Do you ...
☐ stroke it? ☐ eat it?
- 21 Tick the correct sentence.
☐ I'm really annoying! Nothing is going right.
☐ I'm really annoyed! Nothing is going right.
- 22 There are two ways of forming the comparative and superlative of some adjectives.
☐ True ☐ False
- 23 Are you aware ...
☐ of something? ☐ to something?
- 24 If you ask for the *check* at the end of your meal, you are in ...
☐ a British restaurant. ☐ an American restaurant.
- 25 The verb *remember* cannot be followed by the -ing form.
☐ True ☐ False

ANSWER KEY

- | | | | | | |
|----|-----------------|----|-----------------|----|---------------|
| 1 | lit | 8 | No | 12 | False |
| 2 | a stative verb | 9 | french | 13 | the same |
| 3 | sad | 10 | True | 14 | True |
| 4 | furthest | 11 | I have a | 15 | better |
| 5 | bored | | shower every | 16 | sheep |
| 6 | No | | morning. | 17 | I haven't |
| 7 | an irregular | | | | packed my |
| | | | | | suitcase yet. |
| 18 | infinitive | 19 | in a restaurant | 20 | eat it |
| 19 | in a restaurant | 21 | I'm really | 21 | annoyed! |
| 20 | eat it | | Nothing is | | going right. |
| 21 | annoyed! | | | | |
| 22 | True | 23 | of something | 24 | an American |
| 23 | of something | 25 | False | 25 | restaurant |
| 24 | an American | | | | |
| 25 | restaurant | | | | |

Answer Key

NOTE: In this answer key, where the contracted form is given, the full form is also correct, and where the full form is given, the contracted form is also correct.

UNIT 1

Present Continuous

CHECK POINT

It's happening now!

CHART CHECK 1

be + base form of verb + -ing
be

CHART CHECK 2

F

EXPRESS CHECK

are ... leaving
are ... performing OR 're ... performing

1 I'm working very hard these days, but I have some good news. Right now, I'm sitting at a desk in the Entertainment Section of the *Tribune*! Of course I'm still taking journalism classes at night as well. The job is temporary – Joe Sims, the regular reporter, is taking this month off to write a book. This week we're preparing to interview your favourite group, the Airheads. In fact, at this very moment they're flying into town by helicopter. They're performing at the Theatre Royal all week. How are you getting on? Are you still writing music? Oops! The crew are calling me. We're leaving for the theatre now. Write soon!

- 2
- are ... going
 - 'm going
 - is waiting OR 's waiting
 - 'm working
 - aren't doing OR 're not doing
 - 're ... sitting
 - 'm sitting
 - 'm ... thinking
 - are staying

3

- Why are you touring again?
- What are you working on these days?
- Who's singing now?
- Is she replacing Tina?
- No, she isn't. OR No, she's not.

4

I'm writing
I write to you from my hotel room. Everyone else is sleeping but I'm sitting here, looking at the sea. We're staying at the Plaza in Atlantic Beach and the view is beautiful. The tour is going well. The audience is crazy about the new songs but the fans are always asking for you. How's the baby? Has she got a good voice? Are you teaching her to sing yet? Maybe both of you will come along for the next tour!

UNIT 2

Present Simple

CHECK POINT

John's Typical Working Week

CHART CHECK

T, T, F

EXPRESS CHECK

Why does he work

1

In today's fast-paced world, we never escape stress. Stress always affects us psychologically but according to Dr Roads, author of the new bestseller, *Calm Down!*, it also affects us physically. For example, stress causes high blood pressure. Doctors often prescribe medication for stress-related illnesses. Medicine usually lowers a patient's blood

pressure. But, Dr Roads claims, 'You don't always need pills. Relaxation exercises are sometimes as effective as pills. For example, breathing exercises relax you and lower your blood pressure at the same time - and it only takes a few minutes!'

- 2** 3. go
4. rushes
5. isn't
6. is
7. doesn't finish
8. worries
9. hasn't got
10. hasn't got
- 3** 3. Does he work on reports in the afternoon? No, he doesn't.
4. When does he see clients? He sees clients from 9:00 to 12:00.
5. Does he have a lunch break? Yes, he does.
6. What does he do from 12:30 to 5:00? He returns phone calls.
7. Where does he go at 5:30? He goes to evening classes.

4 I'm so tired. I ~~have~~ ^{never have} time to relax. I work all day and ~~study~~ ^{studies} all night. My boss ~~tells~~ ^{tell} me that I need a holiday. I agree but I'm ~~afraid~~ ^{think} to take one. Does my boss ~~thinks~~ ^{think} that the office can function without me? I ~~don't~~ ^{don't} want them to think I'm not necessary. But my wife is unhappy, too. She ~~complain~~ ^{complains} that she never sees me any more. My ~~is~~ ^{is} schedule ~~are~~ ^{are} crazy. I don't think I can keep this up much longer. I don't ~~wants~~ ^{want} to give up evening classes, though. I ~~think often~~ ^{often think} that there has got to be a better way.

EXPRESS CHECK

'm weighing, weighs

- 1** ANNA: This steak tastes delicious. Your salmon looks good, too.
BEN: Here, I'm putting some on your plate. I think you'll like it.
ANNA: Mmm. I do like it! Funny, I usually don't like fish.
BEN: Red has that effect on people.
ANNA: I have no idea what you're talking about. What do you mean?
BEN: Well, colours can change the way we feel. For example, people often feel hungrier in a red room. I notice that you're looking at the red wallpaper.
ANNA: And I certainly feel hungry. I'm eating half your salmon.
BEN: That's OK. I'm tasting your steak. It's delicious!

- 2** 2. is looking
3. cost
4. wants
5. hates
6. seems
7. likes
8. doesn't suspect
9. know
10. is thinking
11. hasn't got
12. is listening

- 3** 2. 'm tasting
3. needs
4. Do . . . want
5. tastes
6. think
7. 'm thinking
8. isn't
9. sounds
10. 'm looking
11. don't know
12. is
13. 'm smelling
14. 'm not
15. love
16. smells
17. know
18. mean
19. feel

- 4** Not a good day! I feel depressed and I've got a headache. I'm ~~needing~~ ^{need} to do something to change my mood and get rid of this pain. Last week, I'm ~~reading~~ ^{read} an article about how smells can affect mood and even health, so at the moment I ~~smell~~ ^{'m smelling} an orange (for the depression) and a green

(continued on next page)

UNIT 3 Stative Verbs

CHECK POINT

has the flavour of chicken

CHART CHECK

T, T

apple (for the headache). They smell nice but I ~~don't think~~ ^{weigh} ~~I'm not thinking that~~ I notice a difference in how I feel! I think I ~~prefer~~ ^{'m having} ~~I'm preferring~~ to eat something when I feel down. But I worry that I ~~weigh~~ ^{'m having} ~~I'm weighing~~ too much. So, at the moment I ~~have~~ ^{seems} ~~I'm having~~ a cup of peppermint tea with lemon. The article says that the peppermint smell helps you eat less. Well, I don't know about that! A chocolate ice cream sounds pretty good right now! It ~~seems~~ ^{seems} ~~seems~~ that there are no easy solutions.

UNIT 4

Present Continuous and Present Simple

CHECK POINT

F, F

CHART CHECK

two parts
two forms

EXPRESS CHECK

PRESENT CONTINUOUS

SUBJECT	BE	BASE FORM + -ING	
I	am	buying	flowers now.
You	are	buying	
He	is	buying	

PRESENT SIMPLE

SUBJECT		VERB	
I		buy	chocolates.
You	usually	buy	
He		buys	

1

28 June: I am sitting in a seat 3,000 metres above the earth en route to Argentina! I usually have dinner at this time but right now I 've got a headache from the excitement. The person next to me is eating my food. She looks happy.

30 June: It's 7:30. My host's parents are still working. Carlos, the father, works at home. The youngest son, Ricardo, is sweet. He looks (and behaves) a lot like Bobby. Right now, he 's looking over my shoulder and trying to read my diary.

4 July: The weather is cold now. I usually spend the first weekend of July at the beach but today I 'm walking around in a heavy sweater.

6 August: I feel so tired tonight. Everyone else feels great in the evening because they have long naps in the afternoon.

2

- b.** 'm waiting
c. look
d. 'm working
e. 's talking
f. isn't looking OR 's not looking
g. looks
h. doesn't mean
- a.** 's talking
b. 're doing
c. 're standing
d. Do ... think
e. 're going out
f. don't think
g. means
h. come
i. stand
- a.** is ... walking
b. doesn't start
c. 's ... got
d. walks
e. seem
- a.** are ... shaking
b. know
c. shake
d. meet

3 It's 12:30 and I ^{'m sitting} sit in the library. My classmates are eating lunch together but I'm not hungry yet. At home, we ^{never eat} eat ~~never~~ this early. Today our homework topic is 'culture shock'. It's a good topic for me right now because I'm ~~being~~ pretty homesick. I miss my old routine. At home we always ^{have} are ~~having~~ a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto I'm ^{I have} ~~having~~ a conversation class at 3:00. Every day, I almost fall asleep in class, and my teacher ^{asks} ask me, 'Are you bored?' Of course I'm not bored. I just need my afternoon rest! This class ^{is always} always ~~is~~ fun. This term, we ^{'re working} work on a project with video cameras. My team is filming groups of people from different cultures. We are ^{analysing} analyse 'social distance'. That means how close to each other people stand. According to my new watch, it's 12:55, so I ^{'m leaving} leave now for my one o'clock class. Teachers here really ^{don't like} aren't ~~liking~~ it when you are late!

UNIT 5 Imperative

CHECK POINT

giving instructions on how to do an exercise

CHART CHECK

don't include a subject

EXPRESS CHECK

AFFIRMATIVE	
BASE FORM OF VERB	
Listen	to the music.
Touch	your toes.
Stand up	straight.

NEGATIVE		
DON'T	BASE FORM OF VERB	
Don't	listen	to the music.
Don't	touch	your toes.
Don't	stand up	straight.

- 1** 2. c 4. e 6. a
3. b 5. d 7. f

- 2** 2. Wash six strawberries.
3. Cut the strawberries in half.
4. Pour orange juice into the blender.
5. Add the fruit to the orange juice.
6. Blend the ingredients until smooth.

- 3** 2. Learn 7. Take
3. Reduce 8. Choose
4. Improve 9. Don't delay
5. Get 10. Register
6. Don't miss

- 4** For the Black Belt essay, Master Gibbons gave us this assignment: ^{Write} You ~~write~~ about something important to you. My topic is *The Right Way*, the rules of life for the martial arts. First, ^{respect} respects other people – treat them the way you want them to treat you. Second, ^{help} helped people in need. In other words, use your strength for others, ^{don't} not to use it just for your own good. Third, ^{don't} no lie or steal. These are the most important rules to me.

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. B | 5. D | 9. C | 13. D |
| 2. D | 6. A | 10. B | 14. D |
| 3. A | 7. B | 11. A | 15. B |
| 4. A | 8. B | 12. A | |

SECTION TWO

(Correct answers are in brackets.)

16. **A** (swims) 21. **C** (hate)
 17. **C** (is raining) 22. **A** (usually arrives)
 18. **B** (are you) 23. **B** (aren't OR are not)
 19. **C** (don't) 24. **D** ('m always losing)
 20. **B** (seems) 25. **B** (delete you)

UNIT 6**Past Simple: Affirmative Statements****CHECK POINT**

1989
 1999

CHART CHECK

two
 -d or -ed

EXPRESS CHECK

was, were
 came
 saved

- 1** Matsuo Basho wrote more than 1,000 three-line poems or 'haiku.' He chose topics from nature, daily life and human emotions. He became one of Japan's most famous poets and his work established haiku as an important art form.

Matsuo Basho was born near Kyoto in 1644. His father wanted him to become a samurai (warrior). Instead, Matsuo moved to Edo (present-day Tokyo) and studied poetry. By 1681, he had many students and admirers.

Basho's home burnt down in 1682. Then, in 1683, his mother died. After these events, Basho felt restless. In 1684, he travelled on foot and on horseback all over Japan.

Sometimes his friends joined him, and they wrote poetry together. Travel was difficult in the seventeenth century and Basho was often ill. He died in 1694, during a journey to Osaka. At that time he had 2,000 students.

2

- | | |
|-----------|---------------|
| 2. wrote | 10. addressed |
| 3. were | 11. appeared |
| 4. led | 12. happened |
| 5. became | 14. saw |
| 6. left | 15. bit |
| 7. saw | 16. ate |
| 8. wore | 17. drank |
| 9. wrote | 18. hopped |

3

Today in class we read a poem by Robert Frost. I really ^{enjoyed} ~~enjoy~~ it. It was about a person who ^{chose} ~~choosed~~ between two roads in a forest. Before he made his decision, he ^{spent} ~~spends~~ a lot of time trying to decide which road to follow. Many people thought the person ^{was} ~~were~~ Frost. In the end, he ^{took} ~~take~~ the road that was less travelled on. He decided to be a poet. That decision ^{changed} ~~change~~ his life a lot.

Sometimes I feel a little like Frost.

Two years ago I ^{decided} ~~decide~~ to come to this country. That ^{was} ~~were~~ the biggest decision of my life.

UNIT 7**Past Simple: Negative Statements and Questions****CHECK POINT**

?, F, T

CHART CHECK 1

not
 did not

CHART CHECK 2

was, were
 did

EXPRESS CHECK

Did she have a navigator?
 No, she didn't.

1

- | | | |
|--------|--------|--------|
| 2. No | 4. No | 6. Yes |
| 3. Yes | 5. Yes | 7. No |

- 2** 2. Where did she study? At Columbia University.
 3. How long was she a social worker? For two years.
 4. Where did her last flight leave from? From New Guinea.
 5. How many books did she write? Three.
 6. What was her nationality? American.
 7. When did she disappear? In 1937.

- 3** 3. Were 9. Did ... dream
 4. No ... weren't 10. didn't think
 5. didn't want 11. Were
 6. Did ... feel 12. No ... wasn't
 7. Yes ... did 13. Was
 8. didn't stop 14. No ... wasn't

4 Hi! Did you ^{receive} ~~received~~ my last letter? I didn't ^{know} ~~knew~~ your new address so I sent it to your old one. When ^{did you move} ~~you moved~~? Did your flatmate move with you? Right now I'm on board a plane flying to El Paso to visit Ana. Did you ^{meet} ~~met~~ her at the conference last year? I wanted to visit her in June but I ^{didn't have} ~~no had~~ the time. At first I was going to drive from Los Angeles but I decided to fly instead. This is only my third flight but I love flying! I ^{didn't} ~~didn't~~ know flying could be so much fun! Hope to hear from you.

UNIT 8 Used to

CHECK POINT

a habit he had in the past

CHART CHECK 1

T

CHART CHECK 2

did ... use to

EXPRESS CHECK

used to
 use to
 say

1 In many ways, fashion used to be much simpler. Women didn't use to wear trousers to the office and men's clothes never used to come in bright colours. People also used to dress in special ways for different situations. They didn't use blue jeans as business clothes or wear tracksuits when they travelled. Today you can go to the opera and find some women in evening gowns while others are in blue jeans. Even buying jeans used to be easier – they only came in blue denim. I'm still not used to buying green jeans and wearing them to work!

- 2** 2. used to have 5. used to wear
 3. used to dress 6. used to carry
 4. used to dance

- 3** (Answers may vary slightly.)
 2. Trainers used to come in only two colours – black and white.
 3. They didn't use to cost as much as they do these days. OR They used to cost less than they do these days.
 4. Did people use to wear jeans fifty years ago?
 5. Jeans and trainers didn't use to cost very much thirty years ago.
 6. Did women use to wear jeans?

4 When I was younger, clothes didn't ^{use} ~~used~~ to be a problem. All the girls at my school used to ^{wear} ~~were~~ the same uniform. I used to think that it took away from my freedom of choice. Now I can wear what I want but clothes cost

so much! Even blue jeans, today's 'uniform', used to be cheaper. My mum ^{used} ~~uses~~ to pay less than £30 for hers. I suppose they didn't ^{use} ~~used~~ to sell designer jeans back then. You know, I ~~was~~ used to be against school uniforms but now I'm not so sure!

UNIT 9

Past Continuous

CHECK POINT

what she was doing at the time of her accident

CHART CHECK 1

F

CHART CHECK 2

before the subject

EXPRESS CHECK

A: were ... staying

B: was staying

- 1 2. F 5. T
3. T 6. F
4. ?

- 2 3. were sitting outside.
4. wasn't snowing.
5. were wearing sunglasses.
6. weren't wearing their gloves.
7. was serving drinks.
8. wasn't serving lunch.
9. wasn't smiling.
10. was using a mobile phone.

- 3 3. was recovering
4. wasn't performing
5. were ... thinking
6. were waiting
7. wasn't thinking
8. were watching
9. Were ... competing
10. was
11. was training
12. were ... taking

4

This evening, Sheila and I ^{were} ~~was~~ looking at some photographs from my skiing trip with Fritz's family last year. By the end of the evening, we ^{were} ~~was~~ laughing like crazy. That was my first experience on skis so the pictures were really embarrassing. In one shot, I was ^{coming} ~~came~~ down the slope on my back. In another one, my skis ^{were} ~~was~~ falling out of the ski lift while I was riding up the slope. Fritz ^{took} ~~was taking~~ that picture from the lift entrance. Good thing he ^{wasn't} ~~not~~ standing right under me! Where was I when Fritz was falling down the slope? Well, unfortunately I wasn't ^{carrying} ~~carry~~ my camera. That would have been a great picture! It was amazing how fast Fritz's girlfriend, Karyn, learned that weekend. She was doing jumps by the second day. By that time, I ^{was spending} ~~spent~~ a lot of time at the ski café.

UNIT 10

Past Continuous and Past Simple

CHECK POINT

2, 1

CHART CHECK

F, T

EXPRESS CHECK

When
was he driving

- 1 2. F 4. F
3. T 5. T

- 2 4. were waiting 9. was going
5. noticed 10. reached
6. Was ... speeding 11. wasn't
7. got 12. were crossing
8. was 13. hit

- | | |
|--------------------|---------------------|
| 14. Did ... stop | 21. were crossing |
| 15. saw | 22. Was ... snowing |
| 16. didn't | 23. happened |
| 17. was talking | 24. was |
| 18. was driving | 25. wasn't |
| 19. didn't stop | 26. started |
| 20. weren't paying | 27. arrived |

- 3** 2. she was driving home, she listened to her car radio.
 3. She pulled over to the side of the road ... the visibility got very bad.
 4. She heard about the accident ... she was listening to the news.
 5. She drove to the police station ... it stopped snowing.
 6. she was talking to the police, she was thinking about her article for the morning paper.

- 4** Yesterday, a man was talking on his mobile phone while he was ~~drive~~ ^{driving} his car. Maybe ^{was} he checking his diary while he was making his next appointment. He was certainly not concentrating on the road when the lights suddenly ~~was turning~~ ^{turned} red. The two men in the street ~~were trying~~ ^{tried} to jump out of the way when they saw him but it was too late. No one was badly hurt but that was just luck. Last year, the City Council ~~were't passing~~ ^{didn't pass} the 'talking and driving' law. We need that law!

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. A | 4. B | 7. A | 10. C |
| 2. D | 5. A | 8. B | 11. C |
| 3. D | 6. B | 9. D | 12. B |

SECTION TWO

(Correct answers are in parentheses.)

- | | |
|-----------------------|----------------------|
| 13. C (call) | 20. A (did) |
| 14. C (was) | 21. D (got) |
| 15. A (were) | 22. C (got) |
| 16. D (were sleeping) | 23. B (was driving) |
| 17. B (not) | 24. B (delete comma) |
| 18. D (dropped) | 25. D (saw) |
| 19. A (was) | |

UNIT 11

Present Perfect: Since and For

CHECK POINT

T

CHART CHECK 1

have + past participle
base form of verb + -d or -ed

CHART CHECK 2

a length of time

EXPRESS CHECK

driven: irregular
competed: regular
won: irregular
tried: regular

- 1** Martina Hingis picked up her first tennis racket at the age of two. Since then, she has become one of the greatest tennis players in the world. Born in Slovakia, she has lived in Switzerland for many years. She became the outdoor Swiss champion at the age of nine. Since then she has won many international competitions including Wimbledon, the US Open and the Australian Open.

For young stars like Martina, life has its difficulties. They are under constant pressure to win and they don't have time to just relax with friends. In fact, Martina hasn't been to school since 1994 and she has been in the public spotlight for years. But she seems to be handling her success well. Since she turned professional, she has played

(continued on next page)

tennis all over the world and has earned millions of dollars. She sees her life as normal because tennis has been the most important thing to her since she was a little girl.

- 2**
- | | |
|-----------------|--------------------|
| 3. 've been | 10. hasn't got |
| 4. for | 11. Since |
| 5. For | 12. has met |
| 6. has attended | 13. hasn't thought |
| 7. hasn't done | 14. 's known |
| 8. Since | 15. since |
| 9. has taken | |

- 3**
- How long has she lived in Switzerland? (She has lived in Switzerland) for many years.
 - Has she won any competitions since the outdoor Swiss championship? Yes, she has.
 - Has she been to school since 1994? No, she hasn't.
 - How much money has she earned since her career began? (She has earned) millions of dollars.
 - How long has tennis been important to her? (Tennis has been important to her) since she was a little girl.

- 4** ~~I am~~ ^{have been} in Ms Clark's physical education class ~~for~~ ^{since} two months. I enjoy it a lot and have ~~missed~~ ^{missed} only ~~miss~~ ^{missed} two classes since the beginning of the term. I especially like tennis but since September we ~~don't play~~ ^{haven't played} because the weather ~~has~~ ^{has} been too cold. I also like volleyball and my team has ~~win~~ ^{won} two matches since we ~~have~~ ^{have} started to compete with Lincoln School. I'm looking forward to the next match.

UNIT 12

Present Perfect: Already, Just and Yet

CHECK POINT

F

CHART CHECK 1

use *already* or *just*use *not . . . yet*

CHART CHECK 2

T

EXPRESS CHECK

Have you had lunch yet?

Yes, I/we have. OR No, I/we haven't.

1

2. c

4. b

3. a

5. d

2

3. Has . . . disappeared already OR yet

4. Yes . . . has

5. have already developed

6. haven't been able . . . yet

7. Has . . . made . . . yet

8. No . . . haven't

3

3. Helmut has already baked the cake.

4. Gisela has already bought flowers.

5. Helmut hasn't put the turkey in the oven yet.

6. Gisela has already washed the windows.

7. Helmut has already mopped the floor.

8. Gisela has already hung the balloons.

9. Helmut hasn't washed the dishes yet.

10. Gisela hasn't wrapped the present yet.

4

I'm in a hurry. I haven't ^{been} ~~went~~ shopping ^{yet} ~~already~~ but I'll do it on the way home. Rita ^{has} ~~have~~ just had dinner and she's already had her bath. Have you ^{called} ~~call~~ Mr Jacobson yet? He's ^{already called} ~~called already~~ three times today. His daughter ^{hasn't} ~~has~~ had her flu shot yet. Is it too late? See you later.

UNIT 13

Present Perfect: Indefinite Past

CHECK POINT

now

CHART CHECK 1

T

CHART CHECK 2

before the past participle

CHART CHECK 3

F

EXPRESS CHECK

Have you ever watched 'The Simpsons'?

Yes, I/we have. OR No, I/we haven't.

- 1 2. F 4. F 6. F
3. T 5. F 7. T

- 2 2. 've had 6. 've ... wanted
3. 've ... eaten 7. have ... wanted
4. 've ... been 8. 've travelled
5. have ... wanted 9. have ... tried

- 3 2. I've never even been in a chat room.
3. How have you changed as an actor?
4. I've become more tolerant.
5. who has been your role model?
6. Charlie Chaplin has had great influence on me.
7. What has been your best moment on this show?
8. I've won the award.
9. what have you found most rewarding about the experience?
10. I've met some fantastic people.

- 4 I've never ^{laughed} laugh so much in my life! Did you see the blind date episode on 'Family'? Have you ^{ever} ~~never~~ seen anything so funny? I LOVE the show! It's the best show I have ever ^{seen} ~~saw~~ in my life. I really enjoyed it lately. By the way, have you ^{noticed} ~~notice~~ that Gary and Alison ^{has} ~~have~~ are beginning to get on? I think Gary

UNIT 14

Present Perfect and Past Simple

CHECK POINT

T

CHART CHECK 1

the present perfect

CHART CHECK 2

have + past participle

EXPRESS CHECK

met, have been

- 1 Many modern marriages are finding interesting solutions to difficult problems. Joe and Maria, for example, have been married since 1995. After their wedding, the couple settled down in Ipswich, where Maria opened an accounting business. Then, in 1997, Joe lost his job. By that time, Maria's new business was booming, so they didn't consider moving. Joe never found a new job in Ipswich but in 1998, he got an exciting offer on the other side of the country – in Bristol. The couple have lived apart ever since. How have they handled this 'commuter marriage' up to now? Joe notes, 'It certainly hasn't been easy. We ve been geographically separated for a few years but we ve grown a lot closer emotionally. For that reason, it's been worth it.'

2. F 4. F
3. F 5. T

started to fancy her. Last night, Alison ~~has~~ moved next door to Gary but he doesn't know yet! I can't wait to see what happens in the next episode. Does anyone know when Gary's book is coming out?

- 2**
3. haven't stopped
 4. has ... been
 5. slept
 6. haven't had
 7. saw
 8. didn't do
 9. didn't bother
 10. Have ... tried OR Did ... try
 11. Yes, I have. OR Yes, I did.
 12. 've already drunk
 13. drank

- 3**
5. Did you start your business before your marriage?
 6. No, I didn't.
 7. How long have you owned your own business?
 8. (I've owned my own business) since 1995/for six years.
 9. When did you find your job in Bristol?
 10. (I found my job in Bristol) in 1998/three years ago.
 11. Has your commuter marriage been very difficult?
 12. Yes, it has!

- 4** It's 8:00 P.M. It ^{'s been} ~~was~~ a hard week and it's not over yet! I still have to finish that report. I ^{started} ~~started~~ it last Monday but so far I've ^{written} ~~wrote~~ only five pages. And it's due next ^{has been} ~~was~~ week! Work ~~was~~ so difficult lately. I've worked late every night this week. I'm tired and I ^{didn't get} ~~haven't got~~ much sleep last night. I miss Joe. I ^{saw} ~~ve seen~~ him last weekend but it seems like a long time ago.

UNIT 15

Present Perfect Continuous

CHECK POINT

The girls are still collecting Beanie Babies.

CHART CHECK 1

T

CHART CHECK 2

been + base form + -ing

EXPRESS CHECK

A: has

B: For

A: been

B: collecting

- 1**
- | | | |
|------|------|------|
| 2. b | 4. b | 6. b |
| 3. a | 5. a | |

- 2**
3. have been selling
 4. has been living
 5. has been sending
 6. have been appearing
 7. has ... been attracting
 8. has been buying
 9. Have ... been queueing
 10. No, they haven't
 11. haven't been asking

- 3**
2. He hasn't been testing the rollerblades.
 3. He hasn't been playing basketball.
 4. He's been eating pizza.
 5. He hasn't been drinking Coke.
 6. He's been building a racing car.
 7. He's been playing video games.
 8. He hasn't been sending emails.

- 4** Thank you very much for the Pokémon cards. My friend and I have been ^{playing} ~~play~~ with them all day. So far, I ^{'ve} ~~am~~ been winning. I really love Pokémon. My mum ^{has} ~~been~~ buying the toys for us because she thinks they're fun, too. All my friends ^{have been} ~~were~~ collecting the cards for months now. Tonya loves the computer game you sent, too. ^{She's} ~~She've~~ been asking me to play with her but I've been having too much fun with my cards.

I hope you are well. I've been ^{thinking} ~~thought~~ about you a lot. I hope you can come and visit us soon.

Love,

Patrick

UNIT 16

Present Perfect and Present Perfect Continuous

CHECK POINT

F, T

CHART CHECK

T

EXPRESS CHECK

- A: eating
- B: has ... been
- A: has OR 's
- B: Has
- A: No ... hasn't

1. T 2. T 3. T 4. F 5. T 6. T

2. has published
3. have already died
4. has given
5. has spoken
6. have been waiting
7. has lived OR has been living
8. has worked OR has been working
9. has set up

3. 2. 've ... seen
3. has been living OR has lived
4. has experienced
5. has survived
6. have tested
7. have hunted
8. have saved
9. has been moving
10. has been eating
11. (has been) resting
12. has been raining OR has rained
13. have found OR have been finding

4. Elephants and their ancestors have been ^{living} live on this planet for 5 million years.
Scientists have found their bones in many places, from Asia to North America. Present-day elephants ^{have} ~~has~~ also survived in different kinds of environments, including very dry

areas in Niger, grasslands in East Africa and forests in West Africa.

Because of their great size and strength, elephants have always ^{fascinated} ~~fascinating~~ humans.

Our fascination has almost caused African elephants to become extinct. Poachers (illegal hunters) have already ^{killed} ~~been killing~~ hundreds of thousands of elephants for the ivory of their tusks. After 1989, it became illegal to sell ivory. Since then, the elephant population has ^{grown OR been growing} ~~been grown~~ steadily.

Recently, several countries have been protecting elephants in national parks and herds have ^{become} ~~became~~ larger and healthier.

UNIT 17

Past Perfect

CHECK POINT

Oprah decided on a career.

CHART CHECK 1

T

CHART CHECK 2

before the subject

EXPRESS CHECK

- A: arrived
- B: hadn't

1. T 2. T 3. T 4. F 5. F 6. T

2. hadn't yet got
3. had already got
4. hadn't yet got
5. hadn't yet got
6. had already been
7. hadn't yet built
8. had already starred

- 3** 2. Had he reviewed ... No, he hadn't.
 3. Had he reviewed ... Yes, he had.
 4. Had he met ... No, he hadn't.
 5. Had he recorded ... Yes, he had.
 6. Had he worked out ... Yes, he had.

4 Oprah Winfrey is an amazing person! By the time she was twelve, she ~~has~~^{had} already decided on a career. Not long afterwards, she got her first radio job. Although she hadn't ~~have~~^{had} any experience, she became a news reporter.

When she got her own TV chat show, she ~~has~~^{had} already acted in a major Hollywood

film. By the late 1980s, 'Oprah Winfrey' had ~~became~~^{become} a household word. Then in 1994, she decided to improve the quality of chat show themes. She also made a personal change.

She had always had a weight problem but in 1995, TV viewers saw a new Winfrey. She ~~had~~^{lost} almost 40 kilos as a result of dieting and working out. She had also ~~compete~~^{competed} in a marathon. She has really been an inspiration to many people.

UNIT 18 Past Perfect Continuous

CHECK POINT

T

CHART CHECK

been

EXPRESS CHECK

- A: had ... been practising
 B: had been practising
 A: Had ... been practising
 B: hadn't, had been practising

- 1** 2. e 4. a 6. c
 3. d 5. f

- 2** 2. had been planning
 3. had been laughing and joking
 4. had been training
 5. had been running
 6. had been looking forward
 7. had been waiting

- 3** 3. had you been running
 4. had you been going out
 5. Had you been living
 6. No, I OR we hadn't
 7. Had you been expecting
 8. No, I hadn't

4 I've just got back from the marathon! I'm tired but very happy. When I crossed the finishing line, I ~~have~~^{had} been running for four hours and twenty-five minutes. Jeremy was standing there. He had been ~~waited~~^{waiting} for me the whole time. We were both soaking wet – I, because I had been sweating; he, because it ~~has~~^{had} been raining just a little while before. I was so glad to see him. I had been ~~look~~^{looking} forward to this day for so long and hoping that I could finish the race in less than four and a half hours. When I got home, I called my parents. They had ~~watching~~^{been} the marathon on TV and had actually seen me cross the finishing line!

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. C | 5. B | 9. C | 12. A |
| 2. D | 6. C | 10. A | 13. D |
| 3. C | 7. B | 11. B | 14. A |
| 4. A | 8. B | | |

SECTION TWO

(Correct answers are in brackets.)

15. **C** (delete has)
16. **D** (yet)
17. **C** (seemed)
18. **A** ('ve been reading)
19. **A** (Have)
20. **D** (for)
21. **D** (taken)
22. **B** (has already been in business OR for fifty years already)
23. **C** (drink)
24. **C** (delete 've)
25. **C** (had)

UNIT 19

Future: Be going to and Will

CHECK POINT

The man is going to fall into the hole.

CHART CHECK 1

three

CHART CHECK 2

F

CHART CHECK 3

T

EXPRESS CHECK

It's going to rain.
I'll get an umbrella.

- 1** Items ticked: 2, 4, 5

- 2**
2. He's going to go on a journey.
 3. He's not going to drive. OR He isn't going to drive.
 4. He's going to give a speech.
 5. He's going to answer the phone.
 6. He's not going to watch TV. OR He isn't going to watch TV.

- 3**
- | | |
|-----------------|----------------|
| 3. 'll ... use | 8. will ... be |
| 4. Will ... get | 9. will have |
| 5. won't | 10. will look |
| 6. will have | 11. 'll open |
| 7. 'll repair | 12. 'll adjust |

- | | |
|----------------------|-------------------|
| 13. 'll ... control | 16. will ... cost |
| 14. Will ... prevent | 17. won't be |
| 15. will | |

4 I'm sorry that we ~~will~~ ^{won't} be able to get together in London. Martha will ~~misses~~ ^{miss} you, too. Perhaps we can get together sometime next month. Martha and I ~~am~~ ^{are} going to be in Birmingham until 15 July. After that, we are going ^{to} visit our son in Brighton. His wife is pregnant and ~~will~~ ^{is going to} have a baby in July. It's hard to believe that we ~~are~~ ^{are OR 're} going to be grandparents!

How exciting that you ~~will~~ ^{are OR 're} going to talk at the conference! I'm sure it ~~will~~ ^{will} be great. I've got to run now. The sky is getting really dark and there ~~is~~ ^{'s going to be} a storm. I want to get out of this office before then. More later. Greg

UNIT 20

Future: Contrast

CHECK POINT

T, F

CHART CHECK

T, F

EXPRESS CHECK

I'm leaving in five minutes.
Are you going to the conference in May?

- 1**
- RUSS:** Ellen! It's nice to see you. Are you presenting a paper this week?
- GREEN:** Hi, David. Yes. In fact, my talk starts at two o'clock.
- RUSS:** Oh, maybe I'll come. What are you going to talk about? Robots?
- GREEN:** Yes. I'm dealing with personal robots for household work.

(continued on next page)

RUSS: I'd like one of those! Where's your son, by the way? Is he here with you?

GREEN: No. Tony stays in Norfolk with his grandparents in the summer. I'm going to visit him after the conference. So, what are you working on these days?

RUSS: I'm still with the Mars Association. In fact, we're holding a news conference next month about the Mars shuttle launch.

GREEN: That's exciting. Maybe I'll see you there.

RUSS: Great. The conference begins at noon on the tenth.

- 2**
- | | |
|-----------------------|------------------------|
| 2. it's going to rain | 6. I'm posting |
| 3. I'll see | 7. I'm giving |
| 4. I'll call | 8. will you be, lands, |
| 5. I'm going | I'll see |

- 3**
1. 'll wait
 2. 's going to rain, 'll check OR 'm going to check
 3. **A:** do ... board OR will ... board OR are ... going to board
B: 're flying
 4. 'll carry
 5. **A:** do ... land OR are ... going to land OR will ... land OR are ... landing
B: 're going to be OR 'll be
 6. **A:** 're going to get OR get OR 're getting OR 'll get
B: 'm having OR 'm going to have
 7. 're going to start OR 'll start OR start

- 4**
- 'Good evening, ladies and gentlemen. This ~~is~~ ^{are} ~~will be~~ your captain speaking. We ~~be~~ going to leave the Earth's field of gravity in about fifteen minutes. At that time, you ~~are~~ ^{will be} able to unbuckle your seat belts and float around the cabin. Host robots ~~take~~ ^{are going to OR will} orders for dinner soon. After these storm clouds, ~~we are having~~ ^{'re going to have OR 'll have} a smooth trip. The shuttle

arrives on Mars tomorrow at 9:00. Tonight's temperature on the planet is a mild minus 20 degrees Celsius. By tomorrow morning the ~~will be~~ ^{'s going to feel OR 'll feel} temperature ~~is~~ 18 degrees but it ~~is feeling~~ more like 28 degrees. Enjoy your flight.'

UNIT 21

Future Time Clauses

CHECK POINT

The child is planning her future.

CHART CHECK

T, F

EXPRESS CHECK

What will she be when she grows up?
I think she'll be a scientist.

- 1**
- | | | |
|------|------|------|
| 2. T | 4. T | 6. T |
| 3. F | 5. F | |

- 2**
2. They are going to move to a larger house ... Jeff gets a pay rise.
 3. ... they move to a larger house, they're going to have a baby.
 4. Sarah will get a part-time job ... they have their first child.
 5. ... Sarah goes back to work full-time, their child will be two.
 6. Sarah will work full-time ... Jeff goes to university OR Jeff will go to university ... Sarah works full-time.
 7. Jeff will find another job ... he graduates.

- 3**
- I. graduate
 - II.
 1. get, 'll have OR 'm going to have
 2. 've got, 'll buy OR 'm going to buy
 3. 'll feel OR 'm going to feel, 've got
 - III.
 1. get up, 'll buy OR 'm going to buy
 2. speak, 'll ask OR 'm going to ask
 3. 'll look OR 'm going to look, go
 4. go, 'll improve OR 'm going to improve

4 Tomorrow is my first dance recital! By the time I ~~will~~ write my next diary entry, it will already be over! As soon as we finish the performance, there ^{is} ~~are~~ going to be a big party for us. Reporters will be there ~~x~~ when we enter the room. While we ~~will~~ celebrate, the press will interview members of the dance group. As soon as I get up on Sunday morning, I'll buy the paper and read the interviews. We're going to perform this show for two weeks. As soon as it's finished, ~~we're going to learn~~ ^{OR 'll learn} we ~~learned~~ a new programme. I'm so excited. Ever since I was little, I've wanted to be a ballet dancer.

UNIT 22 Future Continuous

CHECK POINT

Before 12:00

CHART CHECK

T

EXPRESS CHECK

Will you be working tomorrow?

Yes, I will. OR No, I won't.

What will you be doing?

(Answers will vary.)

1 Today we find most robots working in factories around the world. But what will the robots of the future be doing? One designer predicts that in just a few years, small intelligent robots will be dealing with all the household chores. This is going to make life a lot easier. While one robot is cooking dinner, another one will be vacuuming the floor. But what about outside the home? Will

robots be playing football or fighting wars? Scientists aren't sure. What is certain, however, is that robots will be playing a more and more significant role in our lives.

- 2**
- 1. c.** 'll be going
 - 2. a.** will ... be leaving
b. won't be getting
 - 3. a.** will ... be coming
b. 'll be taking
c. Will ... be having
d. No, we won't.
 - 4. a.** 'll be visiting
b. won't be buying

- 3**
- 2.** will be dusting OR is going to be dusting ... is vacuuming OR vacuums the sitting room.
 - 3.** will be repainting OR is going to be repainting ... is doing OR does the laundry.
 - 4.** is making OR makes ... will be recycling OR is going to be recycling the rubbish.
 - 5.** will be giving OR is going to be giving Mr Gee ... is shopping OR shops for food.
 - 6.** will be cooking OR is going to be cooking ... is helping OR helps Tony with homework.
 - 7.** is playing OR plays ... will be taking OR is going to be taking the dog for a walk.

4 In the future, robots will ^{performing} ~~perform~~ more and more tasks for humans. This will ^{have} ~~be having~~ both positive and negative effects. On the one hand, while robots ^{are doing OR do} ~~will be doing~~ the boring and dangerous jobs, humans will be devoting more time to interesting pursuits. In this respect, robots ^{will} ~~be~~ making life a lot easier for humans. On the other hand, the widespread use of robots will ^{be} ~~creating~~ a lot of future unemployment. There is a risk that robots ^{be} ~~will~~ taking on jobs that humans need in order to earn a living. And some

robots could even become dangerous. I'm afraid that in the not-too-distant future, robots will be operating nuclear power stations! And before too long, robots will ~~to~~ be fighting in wars. Although, on second thoughts, that will be better than humans killing each other!

UNIT 23

Future Perfect and Future Perfect Continuous

CHECK POINT

He hasn't been saving for three years yet.

CHART CHECK 1

F

CHART CHECK 2

T

EXPRESS CHECK

driving, driven

1. 2. F 4. F 6. T
3. T 5. F

2. 3. won't have graduated
4. will have studied OR will have been studying
5. won't have bought
6. 'll have been driving
7. won't have opened
8. 'll have been saving
9. will have accomplished

3. 3. graduate
4. 'll have been thinking
5. is born
6. won't have graduated
7. will have already finished
8. celebrate
9. won't have started
10. 'll have already been getting
11. open
12. 'll have already become

4. By August I'll ^{have been} be a secretary for ^{have earned OR have been earning} ten years. And I'll ~~earn~~ almost the same salary for three years! That's why I've made a New Year's resolution to go back to college this year. First, I'm going to write for college magazines and start saving for tuition. By March, I'll have ^{worked} ~~work~~ out how much tuition will cost. Then I'll start applying. By summer, I ^{'ll have} ~~had~~ received acceptance letters. In August, I'll talk to my boss about working part-time and going to college part-time. By that time, I'll have ^{already saved} ~~saved already~~ enough to pay for a term's tuition. By next New Year's Day, I'll have been ^{studying} ~~study~~ for a whole term!

SelfTest

IV

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. C | 5. B | 9. C | 13. C |
| 2. A | 6. B | 10. A | 14. B |
| 3. A | 7. A | 11. B | |
| 4. B | 8. B | 12. C | |

SECTION TWO

(Correct answers are in brackets.)

15. B (be)
16. D (will go)
17. D (finish)
18. C (driving)
19. A (be travelling)
20. A (will have finished OR will finish)
21. B (work OR be working)
22. C (already OR delete yet)
23. A (will you)
24. D (is)
25. B (have)

UNIT 24

Wh- Questions: Subject and Predicate

CHECK POINT

the events on the night of 12 May
the names of people who saw the witness

CHART CHECK 1

T

CHART CHECK 2

F, T

EXPRESS CHECK

What happened last night?
What did you do next?

1. a 4. b 6. e
3. d 5. c

2. How did you get home?
3. Who gave you a lift?
4. What happened next?
5. Who(m) did you see?
6. Who is Deborah Collins?
7. What did you do?
8. How many people called you?

3. What time (OR When) does the court session begin?
4. How many witnesses testified?
5. Why did the jury find Adams guilty?
6. What happened?
7. How long (OR How many weeks) did the trial last?
8. Who spoke to the jury?
9. How much did Adams pay his barrister?
10. Who(m) did the prosecution question?

4. What time ^{did} the suspect return home?
Who ^{saw} him? Were there any witnesses?
Who ^{did} see him? Were there any witnesses?
Who ^{was} at home?
Why did he call A. Smith?
What ^{happened} next?
Where ^{did he} go?
How much money ^{did he take} he took with him?

UNIT 25

Question Tags

CHECK POINT

The man is commenting on the weather.

CHART CHECK

F, T, T

EXPRESS CHECK

You're an actor, aren't you?

1. KAY: Hi, Tom. It's a nice day, isn't it?
TOM: It certainly is. Not a cloud in the sky.
How are you doing?
KAY: Fine, thanks. You don't know of any flats to rent, do you? My son is looking for one.
TOM: Is he? I thought he was staying with you.
KAY: Well, he really wants a place of his own. Do you know of anything?
TOM: As a matter of fact, I do. You know the Simpsons, don't you? Well, I've just found out that they're moving to Cheltenham next month.
KAY: They are? What kind of flat have they got?
TOM: It's a one-bedroom flat.
KAY: It's not furnished, is it?
TOM: No. Why? He doesn't need a furnished flat, does he?
KAY: Well, he hasn't got any furniture. But I suppose he can always buy some, can't he?
TOM: Why don't you give your son my number and I'll give him some more information?
KAY: Will you? Thanks, Tom.

2. j 5. b 8. c
3. h 6. g 9. e
4. f 7. a 10. d

3. 2. did you 5. aren't you
3. doesn't it 6. haven't you
4. haven't they 7. isn't it

4. BEN: It's been a long time, Joe, ^{hasn't} haven't it?
JOE: That depends on what you mean by a long time, doesn't ^{it} that?

(continued on next page)

BEN: What are you doing round here, anyway? It's dangerous.

JOE: I can take care of myself. I'm still alive, ~~amn't~~ ^{aren't} I?

BEN: Yes, but you're still wanted by the police, ~~are~~ ^{aren't} you?

JOE: Look, I need a place to stay. You've got a place, haven't you? Just for one night.

BEN: I have to think of my wife and kids. You can find somewhere else, ~~can~~ ^{can't} you?

JOE: No. You've got to help me!

BEN: I've already helped you enough. I went to prison for you, ~~haven't~~ ^{didn't} I?

JOE: Yeah, OK, Ben. You remember what happened last June, ~~do~~ ^{don't} you?

BEN: OK, OK. I can make a phone call. ~~don't~~

*OR: You ^{do} remember what happened last June, do you?

UNIT 26

Additions with So, Too, Neither and Not either

CHECK POINT

The men like the same things.

CHART CHECK

T, F, T

EXPRESS CHECK

and neither is Mark
and so does Gerald

- 1** 2. F 4. T 6. T 8. T
3. T 5. F 7. F 9. T

- 2** 2. too 4. did 6. So
3. neither 5. either 7. So

- 3** 2. did I 4. do, too 6. do I 8. too
3. can I 5. do I 7. do I

- 4** My brother is just a year older than I am.
We have a lot of things in common.

First of all, we look alike. I am 1.8 m and ~~is he~~ ^{is he} so ~~he is~~. I have straight black hair and dark brown eyes and so does he. We share many of the same interests, too. I love playing football and he ^{does} too. Both of us swim every day but I can't dive, and ~~either~~ ^{neither} can he.

Sometimes being so similar has its problems. For example, last night I wanted the last piece of chocolate cake and so ~~does~~ ^{did} he. Often I won't feel like doing the washing up and neither ~~won't~~ ^{will} he. Worst of all, sometimes I'm interested in a particular girl and so ~~he is~~ ^{is he}. However, most of the time I feel our similarities are really nice. So does my brother.

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. A | 4. A | 7. D | 10. A |
| 2. C | 5. D | 8. D | 11. B |
| 3. A | 6. D | 9. B | 12. A |

SECTION TWO

(Correct answers are in brackets.)

13. C (isn't)
14. C (didn't)
15. D (has his brother)
16. D (have)
17. A (did you work OR were you working)
18. D (it)
19. D (?)
20. D (I am, too OR so am I)
21. D (they)
22. C (aren't)
23. D (he)
24. C (go)
25. A (Why did you)

UNIT 27

Ability: Can, Could, Be able to

CHECK POINT

F

CHART CHECK 1

T

CHART CHECK 2

be

CHART CHECK 3

a form of be

EXPRESS CHECK

A: Is ... to

B: is ... can

1 An amazing number of teenagers have managed to set up highly successful internet businesses. Take John Davidson, for example. John could surf the net by the time he was six and by the age of eight, he could design web pages of his own. It wasn't long before he was able to persuade the bank to lend him enough money to start up his very own business. At the age of sixteen, he managed to persuade his parents to allow him to leave school, and his first business, 'Webmasters', was soon up and running.

Another teenager, Jim Leicester, very quickly realised he could make money doing what he enjoyed most: playing computer games. In 1999, he was able to sell five games he'd developed to a famous software company. Now Jim can earn up to £1000 a week by selling his programs.

Katy Fischer, an enterprising 18-year-old from Manchester, was also able to break into the dotcom world. Although she says she can't understand why she's been so successful, her parents certainly can. 'Katy was determined to prove she could start a business when she was just fourteen,' says her father, 'and through hard work, she's managed to do just that.'

2. John
3. Katy
4. John

2

1. can, 'll be able to
2. hasn't been able to, can
3. can't, 'll be able to
4. haven't been able to, can't, can't, 'll be able to

3

2. Were ... able to communicate
3. can help
4. couldn't follow
5. couldn't decide
6. can manage
7. 'll be able to organise
8. be able to speak

4

Today in my 'Will B. Happy' teamwork course, I learnt about work styles – 'Drivers' and 'Enthusiasts'. I'm a Driver so I can make decisions but I'm not ^{to} able ^{to} listen to other people's ideas. The Enthusiast in our group can ^{communicate} ~~communicates~~ well but you can't depend on her. Now I understand what was happening in my business class last year, when I couldn't ^{get} ~~got~~ on with my team. I thought that they all talked too much and ^{weren't} ~~didn't~~ able to work efficiently. I ^{was able to} ~~could~~ get an A for the course but it was hard. I can do a lot more on my own but some jobs are too big for that. Our instructor says that soon the Drivers will ^{be} ~~will be able to~~ able to listen and the Enthusiast ^{will be able to} ~~could~~ be more dependable.

UNIT 28

Permission: May, Can, Could, Do you mind if ...?

CHECK POINT

The student is asking the teacher to allow him to take the test tomorrow.

CHART CHECK 1

could

CHART CHECK 2

F, T

EXPRESS CHECK

A: helps

B: Not at all, help

1

2. f
3. e

4. c
5. a

6. b

- 2**
3. Do you mind if he stays
 4. I do (mind)
 5. May I use
 6. you may not OR you can't
 7. you can't start
 8. do you mind if I borrow
 9. Not at all OR No, I don't OR Go ahead
 10. you may open
 11. Can I come
 12. you can't OR I'm sorry

- 3** (Answers may vary slightly.)
2. Could I use your phone?
 3. May I (OR we) park here?
 4. Could we move up a few rows?
 5. Can we (OR he) record (OR tape) the concert?
 6. Do you mind if I (OR we) go home now (OR leave)?

- 4**
2. B (can't)
 3. B (swap)
 4. B (can)
 5. C (have)
 6. A (may not OR can't)
 7. D (plays)
 8. A (No, I don't OR Not at all)
 9. C (we)
 10. A (Yes, of course)

UNIT 29

Requests:

Will; Can, Would, Could, Would you mind . . . ?

CHECK POINT

asking someone to do something

CHART CHECK 1

T

CHART CHECK 2

OK

EXPRESS CHECK

- A: Would
B: No, not
A: would OR could
B: can't

- 1**
- MARCIA:** Hi. You must be the new office assistant. I'm Marcia Jones. Let me know if you need anything.
- LORNA:** Thanks, Marcia. Could you show me where the photocopier is?
- MARCIA:** Certainly. It's over here.
- 2. LORNA:** Marcia, would you show me how to use the fax machine?
- MARCIA:** Yes, sure. Just put your fax in here and dial the number.
- 3. MARCIA:** I'm going to lunch. Would you like to come?
- LORNA:** Thanks, but I can't just now. I'm really busy.
- MARCIA:** Do you want a sandwich from the coffee shop?
- LORNA:** That would be great. Can you get me a tuna sandwich and a coffee, please?
- MARCIA:** No problem. Will you answer my phone until I get back?
- LORNA:** Of course.
- 4. MARCIA:** Lorna, would you mind making some tea?
- LORNA:** I'm sorry, but I can't do it now. I've got to finish this letter by 2:00.

- 2**
- | | | |
|------|------|------|
| 2. a | 4. b | 6. b |
| 3. a | 5. a | |

- 3**
2. you file these reports, please?
 3. turning on the lights, please?
 4. you buy some cereal, please?
 5. you call back later, please?
 6. you shut the door OR you mind shutting the door, please?

- 4**
- The meetings are going well but they have been extended by a day. Please ^{could you} ~~you could~~ call Doug Rogers to try to reschedule our sales meeting?
- ~~Certainly OR Of course~~
~~Not at all.~~ I'll do it straightaway.

We'll need three extra copies of the monthly sales report. Would you ask Ann to see to that?

~~Certainly OR Of course OR No problem~~
~~Yes, I would.~~ (Ann—Could you do this?)

I hate to ask but would you mind ^{working} ~~to work~~ on Saturday? We'll need the extra time to go over the new information I've got.

Sorry, but I ^{can't} ~~couldn't~~. My in-laws are coming to stay. But Rob Dixon says he can come in to help out.

One last thing. I was going to pick up those new business cards but I won't be back in time. Would you mind doing that for me?
^{Not at all OR I'd be glad to}
 Yes, I ~~would~~. I'll stop at the printer's during my lunch break.

UNIT 30

Advice: Should, Ought to, Had better

CHECK POINT

The interviewer is suggesting a type of job for the applicant.

CHART CHECK 1

T

CHART CHECK 2

should

EXPRESS CHECK

A: Should

B: No ... shouldn't

1 Items checked: 1, 5, 6

- | | | |
|----------|--------------|------------------|
| 2 | 2. shouldn't | 5. should |
| | 3. should | 6. 'd better not |
| | 4. shouldn't | 7. 'd better |

- 3**
2. You should (OR You ought to) look neat
 3. What time should I arrive?
 4. you shouldn't (OR you'd better not) arrive after 7:15
 5. Should I take a gift?
 6. You shouldn't (OR You'd better not) buy an expensive gift

7. What should I buy?

8. you should (OR ought to) get some flowers

4 We are so happy to hear about your new job. Congratulations! Just remember – you shouldn't ~~to~~ work too hard. The most important thing just now is your studies. Maybe you ^{ought to} ~~better~~ work only two days a week instead of three. Also, we think you'd better ask your boss for time off during the exams. That way you'll have plenty of time to study. You ^{'d} ~~would~~ better give this a lot of careful thought, OK? Please take good care of yourself. You'd ^{better not} ~~not better~~ start skipping meals and you definitely shouldn't ^{work} ~~worked~~ at night. At your age, you ^{should} ~~shall~~ always get plenty of sleep. Do you need anything from home? Should we send any of your books? Let us know.

UNIT 31

Suggestions: Could, Why don't?, Why not?, Let's, Shall we?, How about?

CHECK POINT

F

CHART CHECK 1

does not change for different subjects

CHART CHECK 2

F

EXPRESS CHECK

Let's take the train.
 Maybe we could take the train.
 Why not take the train?
 How about the train?

- 1** EMILY: Why don't we go to the races?
I hear they're really exciting.
MEGAN: I'd like to but I need to go shopping.
EMILY: Then let's go to the Temple Street Market tonight. We might even see some Chinese opera in the street while we're there.
MEGAN: That sounds like fun. If we do that, why not go to the races this afternoon?
EMILY: OK, but let's get something to eat first in one of those floating restaurants.
MEGAN: I don't think we'll have time. Maybe we could do that tomorrow. Shall we get *dim sum* at the Kau Kee Restaurant next door? Then we could take the Star Ferry to Hong Kong Island and the racecourse.
EMILY: Sounds good. For tomorrow, why not take one of those small boats – *kaido* – to Lantau Island? When we come back, we could have dinner at the Jumbo Palace.
MEGAN: Let's do that. It's a bit expensive but at least it floats!

- 2** 2. Shall we 5. Let's
3. Why don't we 6. Let's not
4. Maybe we could

- 3** 2. going to the beach?
3. buy another one.
4. we take a trip together?
5. try that new seafood place.

- 4** Emily 3:00
I'm going shopping. I'll be
back at 5:00. Let's ^{eat} eating
at 7:00. OK?
Megan

Megan 4:00
7:00 for dinner is fine.
Shall we ^{go} going to see a film afterwards?
See you later.
E.

Emily 5:00
I'm going to be too tired
for a film. Maybe we could
just ^{hang} hanging around the hostel after
dinner. Let's talk about it later.
I'm going to have a nap.
M.

M— 6:00
Let's not eat at the same restaurant tonight.
Why don't we ^{try} trying a new place?
How about Broadway Seafood?
I'll meet you downstairs at 7:00.
E.

UNIT 32

Preferences:

Prefer, Would prefer, Would rather

CHECK POINT

Teenagers like watching TV better than they like doing other things.

CHART CHECK 1

would prefer ('d prefer)

CHART CHECK 2

the gerund or the infinitive

EXPRESS CHECK

read, than, shopping

- 1** 2. F 4. F 6. T
3. F 5. F 7. T

2. I'd rather not cook
3. Would ... rather go
4. I'd rather not
5. I'd rather have
6. I'd rather not
7. I'd rather see

3. 1. A: prefer ... to
2. A: 'd rather ... than
B: prefer OR 'd prefer
3. B: 'd prefer
4. A: prefer ... to
5. B: 'd rather ... than
6. A: do ... prefer ...
B: prefer ... to

4. For my research, I interviewed fifty men and women. There was no difference in men's and women's TV preferences. I found that everyone prefers watching TV ^{to} ~~than~~ going to the cinema. Men and women both enjoy news programmes and documentaries. However, men would rather ^{watch} ~~watching~~ adventure programmes and science fiction, while women prefer soap operas. Men also like to watch all kinds of sport but women would rather see game shows ^{than} ~~to~~ sports.

Reading preferences differ, too. Men prefer ^{to read OR reading} ~~to reading~~ newspapers, while women would rather read magazines and books. When men ^{to read OR reading} ~~read~~ books, they prefer ^{prefer} ~~are preferring~~ non-fiction and adventure stories. Women ~~are preferring~~ novels.

SelfTest VI

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. A | 5. C | 9. A | 12. A |
| 2. B | 6. C | 10. C | 13. B |
| 3. D | 7. B | 11. D | 14. D |
| 4. D | 8. B | | |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|----------------------|---------------------|
| 15. D (able to dive) | 21. D (give) |
| 16. D (?) | 22. C (to) |
| 17. C (better not) | 23. C (was able to) |
| 18. A (Would) | 24. C (delete we) |
| 19. B (borrow) | 25. D (than) |
| 20. D (ask) | |

UNIT 33

Necessity:

Have (got) to and Must

CHECK POINT

a requirement

CHART CHECK 1

F

CHART CHECK 2

a form of *do*

EXPRESS CHECK

- A: does ... have to
B: must

1. DMV: Department of Motor Vehicles. May I help you?
BEN: I'm moving to the States soon. Will I have to get an American licence when I move?
DMV: Yes, you will. Residents must have an American licence.
BEN: When will I have to get my licence?
DMV: You have to replace your old licence ten days after you become a resident. So come in and apply for your licence when you get here.
BEN: Do I have to take any tests to exchange my British licence for an American one?
DMV: Since you already have a British licence, you won't have to take the full driving test. You will only have to take the written test.
BEN: How about an eye test?
DMV: Oh, everyone has got to take an eye test.
BEN: OK. Thanks a lot. You've been very helpful.

- 2**
2. have to (OR have got to) pick up
 3. Do . . . have to change
 4. I don't
 5. didn't have to do
 6. have to (OR have got to) take
 7. Does . . . have to pack
 8. he doesn't
 9. 's got to (OR has to) help
 10. 've had to call

- 3**
- | | |
|-------------------|------------------|
| 2. must not turn | 5. must ride |
| 3. must drive | 6. must not walk |
| 4. must not drive | |

- 4** How are you doing? We've been here about six weeks. It's strange living in the United States. There's no public transport, so you've ~~got~~ ^{got} to drive everywhere. I had to ~~sign~~ ^{sign} up for driving lessons so I can get my licence by the summer. It's the law here that everyone ~~must~~ ^{must} wear a seat belt. I used to hate wearing a seat belt but with the traffic here, I have changed my mind. There are a lot of motorways and you've ~~got~~ ^{got to} know how to change lanes with a lot of fast traffic. Even my mum ~~has~~ ^{has} had to get used to it. Dad works from home, so he hasn't ~~had~~ ^{had} to do a lot of driving.

Have you beaten those computer games yet? ^{'ve} I'm having a lot of trouble with 'Doom'. You got to write to me and tell me how to get past the fifth level!

UNIT 34 **Choice:** Don't have to
No Choice: Must not
and Can't

CHECK POINT

stop to ask for directions

CHART CHECK 1

do

CHART CHECK 2

F

EXPRESS CHECK

He doesn't have to stop here.
You must not drive too fast.

- 1** New drivers are usually excited about their new freedom: 'My mum doesn't have to drive me everywhere any more! I don't have to ask my friends for lifts to school!' When you haven't got your own car yet, any price seems worth paying. But once you buy a car, you can't forget your car payments and insurance premiums or you won't be a driver for very long. You can't leave petrol and servicing out of the budget, either. Car sharing offers an alternative to these problems, however. Members of car-sharing groups have a car when they need one for either short trips or holidays but they don't have the high expenses of ownership. They pay very little to use a shared car and they don't have to worry about servicing the car or paying the insurance. Fees for short trips are only about £5.00 an hour plus 50p per mile. Groups do not have strict requirements, either. Members must not have bad driving records or poor credit and they must not return the cars in bad condition or they will pay extra.

- 2**
- | | |
|------------------------|-------------------------|
| 2. can't yell | 6. don't have to get |
| 3. can't turn | 7. haven't had to buy |
| 4. can't park | 8. can't bring |
| 5. don't have to worry | 9. don't have to listen |

- 3**
- | | |
|------------------------|------------------------|
| 2. don't have to bring | 5. don't have to be |
| 3. must not play | 6. don't have to leave |
| 4. must not dive | |

- 4** We got to the hotel late this evening because we got lost. But we were lucky – they kept ~~didn't have to~~ our room so we ~~must not~~ find another hotel.

Jimmy is really happy because he ^{doesn't} ~~don't~~ have to go to bed until after 10:00, when the swimming pool closes. We ^{don't have to} ~~mustn't~~ leave until 11:00 tomorrow (checkout time) so we can stay up later. Plymouth is only four hours away so we won't ^{have} ~~had~~ to drive the whole day tomorrow. It's going to be exciting. My parents say we absolutely must not ~~to~~ go to the beach by ourselves because there are sharks there. I'd love to see a shark (from a safe distance). I'll send a postcard of one.

UNIT
35

Expectations:
Be supposed to

CHECK POINT

something he has forgotten to do

CHART CHECK

T

EXPRESS CHECK

A: were

B: was

1 It Wasn't Supposed to Be a Big Wedding

19 July – The Stricklands wanted a quiet wedding – that's why they went to the Isle of Skye, an island off the coast of Scotland. The island is quite small so the Stricklands packed their bikes for the ferry trip. The weather was supposed to be lovely and they had asked the Registrar to marry them on a hill overlooking the ocean.

'When we got there, we found a crowd of cyclists admiring the view,' laughed Beth.

When Bill kissed his bride, the cyclists burst into loud applause and rang their bicycle bells. 'We weren't supposed to have

fifty wedding guests but we love cycling and we're not sorry,' Bill said.

While packing the next day, Beth left her wedding bouquet at the hotel. Minutes before the ferry was supposed to leave, Bill jumped on his bike, got the flowers and made it back to the ferry on time. 'Cyclists are supposed to stay fast and fit,' he said.

2. F

3. F

4. T

5. T

2

2. a. Were ... supposed to do

b. No, they weren't

c. were supposed to deliver

3. a. is supposed to start

b. are ... supposed to stand

4. a. aren't (OR 're not) supposed to be

b. aren't (OR 're not) supposed to see

5. a. 'm supposed to wear

b. 's supposed to rain

6. a. 's supposed to be

3

I'm so sorry – I know I ^{was} ~~am~~ supposed to let you know about my plans to visit.

I've been awfully busy. My friend Nessie is getting married soon and she's asked me to be her chief bridesmaid. She and Gary want a big wedding. They're supposed to have about two hundred guests. I've got a lot of responsibilities. I ^{am} ~~will be~~ supposed to give Nessie a hen party before the wedding (that's a party where everyone brings presents for the bride). I am also ^{supposed} ~~suppose~~ to help her choose the bridesmaids' dresses. The best man's name is Jim. He's going to help Gary get ready. I haven't met him yet but he's ^{supposed} ~~supposes~~ to be very nice.

I'd better say goodbye now. I ^{was} ~~am~~ supposed to be at the rehearsal five minutes ago. P.S. About my visit – I'm ^{supposed} ~~supposing~~ to get some time off in July. Would that be convenient?

UNIT 36

Future Possibility: May, Might, Could

CHECK POINT

F

CHART CHECK 1

T

CHART CHECK 2

in answers

EXPRESS CHECK

B: might

A: might

B: might not

- 1** ALICE: I've just heard that it may snow today. Are you going to drive to work?
 BILL: No. I'll take the 7:30 train instead.
 ALICE: I'll take the train with you. I've got some work to do in the library.
 BILL: Great. Why don't you miss your afternoon class and have lunch with me, too?
 ALICE: Oh, I couldn't do that. But let's meet at the station at 6:00 and go home together, OK?
 BILL: I might have to work until 8:00 tonight. I'll call you and let you know.

1. Certain
2. Impossible
3. Possible

- 2** 2. could 4. may not 6. may
 3. might 5. 'm going to 7. might

- 3** 3. She's going to a meeting with Mrs Humphrey at 11:00.
 4. She may (OR might) have coffee with Sue after lectures.
 5. She's going to go to work at 1:00.
 6. She may (OR might) go shopping after work.
 7. She may (OR might) take the 7:00 train.
 8. She's going to pick up a pizza.

- 4** Every few years, the ocean near Peru becomes warmer. Called El Niño, this variation in temperature ^{may} ~~maybe~~ cause

weather changes all over the world. The west coasts of North and South America might ~~to~~ have heavy rains. On the other side of the Pacific, New Guinea might ^{become} ~~becomes~~ very dry. Northern areas could have warmer, wetter winters and southern areas could become much colder. These weather changes affect plants and animals. Some fish ^{may not} ~~mayn't~~ survive in warmer waters. Droughts could ^{cause} ~~causing~~ crops to die and food may get very expensive. El Niño may happen every two years or it ^{may OR might} ~~could~~ not come for seven years. Will El Niños get worse in the future? They ^{do} ~~could be~~. Pollution holds heat in the air and ^{may OR might OR could} ~~it will~~ increase the effects of El Niño but no one is sure yet.

UNIT 37

Deduction:

May, Might, Could, Must,
Have (got) to, Can't

CHECK POINT

guessing

CHART CHECK 1

T

CHART CHECK 2

F

EXPRESS CHECK

A: could

B: can't, might

- 1** 2. d 4. b 6. a
 3. e 5. g 7. c

- 2** 2. must 6. might be
 3. 's got to 7. can't
 4. could 8. might not
 5. Could 9. may

- 3** 2. I might (OR could) be
 3. It could (OR might OR may) be the cat
 4. You must eat a lot
 5. Could it be
 6. it can't (OR couldn't) be
 7. It must come from your own pipe.
 8. There can't (OR couldn't) be any other explanation.
 9. there could (OR might OR may) be

4 The main character, Molly Smith, is a university professor. She is trying to find her dead grandparents' first home in Scotland. It may ^{be} ~~being~~ in a nearby town. The villagers there seem scared. They could ~~be~~ have a ^{might OR may OR could} secret or they ~~must~~ just hate strangers. Molly has some old letters that might lead her to the place. They are in Gaelic but one of her students ^{might} ~~mights~~ translate them for her. They ^{have to/have got to} ~~got to~~ be important because the author mentions them at the beginning of the novel. The letter must contain family secrets. Who is the bad guy? It couldn't be the student because he wants to help. It might ~~to~~ be the newspaper editor in the town.

UNIT
38

Expressing Regret
about the Past

CHECK POINT

regrets things in his past

CHART CHECK 1

F

CHART CHECK 2

T

CHART CHECK 3

ought to have

EXPRESS CHECK

A: have

B: should have

- 1** 2. T 4. F 6. T
 3. T 5. T

- 2** 2. shouldn't have done
 3. should have studied
 4. could have done
 5. ought to have gone
 6. shouldn't have stayed
 7. could have prevented
 8. might . . . have called
 9. Should . . . have contacted
 10. shouldn't have
 11. could have saved

- 3** 2. I shouldn't have eaten all the chocolate.
 3. She might have called.
 4. He could have offered to lend me some (money).
 5. I shouldn't have jogged five miles yesterday.
 6. They shouldn't have charged me (for the plastic bags).
 7. I ought to have invited Cynthia (to the party).
 8. He might have sent me a card.

4 About a week ago, Jennifer was late for work again and Doug, our boss, told me he wanted to get rid of her. I was really upset. Of course, Jennifer shouldn't ^{have} ~~had~~ been late so often but he might ^{have} ~~has~~ talked to her about the problem before he decided to let her go. Then he told me to make her job difficult for her so that she would resign. I just pretended I hadn't heard him. What a mistake! I ought ^{to} ~~to~~ have confronted him right away. Or I could at least have warned Jennifer. Anyway, Jennifer is still here but now I'm worried about my own job. Should I ^{have} ~~have~~ told Doug's boss? I wonder. Maybe I

(continued on next page)

should ^{have handled} ~~handle~~ things differently last week.
The company should never ^{have} ~~has~~ employed this man.

UNIT 39

Deduction in the Past

CHECK POINT

if it was possible that something happened

CHART CHECK 1

T

CHART CHECK 2

could

EXPRESS CHECK

have carved, might have

- 1** 2. a 4. c 6. b
3. f 5. d

- 2** 2. They must have been
3. They may have
4. He might not have been
5. He must have

- 3** 2. could not have built
3. had to have got
4. can't have known
5. could have carved
6. (could have) transported
7. might have been
8. may have lived
9. must have had

- 4** In 1927, Toribio Mexta Xesspe of Peru ^{have been} must ~~be~~ very surprised to see lines in the shapes of huge animals on the ground below his aeroplane. Created by the ancient Nazca culture, these forms are too big to recognise from the ground. However, from about 200 m in the air, the giant forms take shape. Without aeroplanes, how could an

ancient culture ^{have} ~~had~~ made them? What purpose could they have had? Author Erich von Däniken believes that the drawings might have ^{marked} ~~mark~~ a landing strip for the spacecraft of astronauts from another planet. Archaeologists, however, now believe that the ancient Nazcan civilisation might ^{have developed} ~~develop~~ flight. They could ^{have} ~~^~~ built hot-air balloons and ^{designed} ~~design~~ the pictures from the air.

SelfTest

VII

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. C | 5. A | 8. B | 11. B |
| 2. B | 6. B | 9. D | 12. A |
| 3. B | 7. D | 10. A | 13. C |
| 4. B | | | |

SECTION TWO

(Correct answers are in brackets.)

14. C (must not have known)
15. D (leave)
16. C (have)
17. B (looked)
18. A (have got to)
19. C (can't)
20. A (must not)
21. B (have)
22. A (may OR might OR could)
23. A (was OR is)
24. C (have to)
25. A (should have)

UNIT 40

Adjectives and Adverbs

CHECK POINT

warm and cosy

CHART CHECK

F, F, T

EXPRESS CHECK

A: slow, slowly
B: slow, slow

1 Students! Are you looking for a special place to live? Come to 140 Grant Street, Flat 4B. This flat is absolutely perfect for two serious students who are looking for a quiet neighbourhood, just 15 minutes from campus. This lovely flat is in a new building. It is a short walk to the bus stop. The bus goes directly into town. At night the bus hardly makes any stops at all. You can walk safely through the wonderful parks on your way home. The rent is very affordable.
Call us on 020 551 6116.
Don't delay! This flat will go fast.

2. terribly disappointed
3. surprisingly easy
4. extremely safe
5. incredibly fast
6. awfully slowly
7. very clearly
8. unusually loud
9. exceptionally pleasant

2. large
3. beautifully
4. happily
5. busy
6. nice
7. quiet
8. hardly
9. nice
10. shy
11. good

4 Some adverts for flats are so funny! One advert described a place as 'warmly and cosy'. It was really hot and cramped but the owner insisted that it suited me perfectly. I was trying very hardly not to laugh while he was describing it so I had to leave quickly. Another place I saw was supposed to be 'nice

and neatly. What a mess!! I left that place very fastly, too. I'm not asking for the moon! I only want a small place in a clean building with friendly neighbours. I'm looking at another place tomorrow. The advert says, 'Clean and bright. Small but convenient flat on lovely, quietly street.' I wonder what that really means!

UNIT 41

Participles used as Adjectives

CHECK POINT

F

CHART CHECK

T

EXPRESS CHECK

exciting	excited
interesting	interested
frightening	frightened
amusing	amused
tiring	tired

1 In some countries, people who are interested in meeting others turn for help to personal ads in newspapers and magazines, and online. A surprising number of busy people view these ads as a practical way of increasing their social circle. 'I've tried hard to meet people on my own,' said one satisfied customer. 'I was new to the town and wanted to make friends fast. The personals provided me with a quick way of meeting many interesting people in a short period of time.' Others are not so impressed. 'I think it's kind of depressing when people need to resort to placing ads to make friends,' observed one man. 'A friend of mine tried the ads several times and was really disappointed with the results. It's just not personal enough.'

- 2** 2. puzzled 7. fascinated
3. puzzling 8. disappointed
4. interesting 9. surprising
5. interested 10. surprised
6. fascinating

- 3** 2. boring 7. confusing
3. interested 8. depressed
4. fascinating 9. amazed
5. amused 10. amusing
6. horrifying 11. exhausted

- 4** Just got home. I'm ~~disappointing~~ ^{disappointed} with the evening. At first I thought Jake was an ~~interested~~ ^{interesting} guy but tonight I felt somewhat bored with his company. We saw a very ~~entertained~~ ^{entertaining} film but Jake didn't like it. In fact, it seems like we have completely different tastes in things. After the film, I tried to make conversation but all I really wanted was to go home. So, I told him I was ~~exhausting~~ ^{exhausted} and didn't want to get home late. If he asks me out again – I'm not ~~interesting~~ ^{interested}. Trying to meet people can be very ~~frustrating~~ ^{frustrated}.

UNIT 42 Adjectives and Adverbs: As ... as ...

CHECK POINT

cycling speed, control of bike

CHART CHECK

as, an adjective or an adverb

EXPRESS CHECK

A: as expensive as, as well as B: as good as

- 1** So you were riding the trails this weekend and you hit the dirt. Now your clothes look as bad as your bike. Never mind. They'll look as good as new next weekend. We checked out three major brands of powder

and we can tell you which ones clean best and which ones don't remove trail stains as effectively as others.

Overall, Brite and Kleen aren't as expensive as Trend but they didn't perform as well, either. However, they were almost as good in particular categories. Trend removed both mud and grass stains effectively. Brite removed mud just as effectively as Trend but it didn't remove grass stains as well. Kleen was effective on grass stains but not on mud. Brite cleaned clothes as thoroughly as Kleen but again, Brite and Kleen weren't as good as Trend in this category. On the other hand, Brite came out on top in brightening. Colours washed in Kleen and Trend just didn't look as bright as the ones washed in Brite.

- 2** 1. b. aren't as wide
c. aren't as hard
2. a. cleans as effectively as
b. isn't as unfriendly
c. sounds as exciting as
d. expresses ... as clearly as
3. a. was as noisy as
b. (will) pedal as quietly as

- 3** 2. doesn't stop as slowly as
3. isn't as expensive as
4. doesn't feel as comfortable as
5. isn't as cheap
6. rides as comfortably as
7. handles as well as
8. don't handle as well as
9. are as easy to change as
10. (are) not as easy to change as

4 RE: Not as many bruises!

Inexperienced cyclists should try the South Trail at Deerstalker Park. The scenery is just ~~as beautiful~~ ^{beautiful} but its cycle track isn't as unfriendly ~~than~~ ^{as} the North Trail's. The slopes aren't as steep and you won't fall ~~frequently~~ ^{frequently} because there aren't as many

rocks. It isn't as short ^{as} ~~like~~ the North so you'll still get a good ride and you won't feel as discouraged at the end of the day.

RE: The (expensive) new Trax

Does anyone have any experience of this bike? I tested it in the shop car park and I'm not impressed. My old Trax changes gear ^{just as} ~~as just~~ easily and it handles as smoothly, too. Of course, it's not as ^{light} ~~lightly~~ but then it doesn't cost £999, either.

UNIT 43

Adjectives: Comparatives

CHECK POINT

different from the old restaurant

CHART CHECK

F, T

EXPRESS CHECK

more ... than

1. T 2. T 3. T 4. F 5. F

2. less expensive than OR isn't more expensive than
3. hotter ... spicier than
4. more fattening than
5. healthier OR more healthy than
3. 2. better ... better, the better ... the more expensive
3. the more popular ... the slower
4. worse ... worse, The smokier ... the worse
5. The more crowded ... the noisier
6. The bigger ... the harder
7. more ... more delicious, heavier ... heavier

4. Pete's Place has just reopened under new management. The dining room looks bigger, ^{brighter} ~~more bright~~ and prettier ^{than} ~~as~~ the old one.

Although the food isn't better, it *is* just as good. The menu is more varied and less ^{expensive} ~~expensiver~~. Try one of their pasta dishes.

You won't find a ~~more~~ fresher tomato sauce in town. And leave room for dessert. They just keep getting ^{better} ~~good~~ and better.

The waiters are friendly but not able to handle large numbers of people – the ^{more} ~~crowded~~ the restaurant, the slower the service. At dinnertime, the queues outside this popular eatery are getting longer and ^{longer} ~~more long~~. Try lunchtime for a quieter and ^{more relaxed} ~~relaxeder~~ meal.

UNIT 44

Adjectives: Superlatives

CHECK POINT

special

CHART CHECK

the, -est, most or least

EXPRESS CHECK

- (the) nicest
(the) most beautiful
(the) warmest
(the) happiest

1. You are the best mother in the whole wide world. You are the cleverest, the brightest and the funniest of all mums I've ever known. You are the nicest mum I've ever had. You are the most wonderful and definitely the least impatient. No mum in the whole wide world is better than you. You are the greatest mother of all. I love you very very much! Happy Mother's Day!

2. the happiest ... of my life
3. the best ... in the school
4. the coldest ... of the year
5. the nicest ... in our family OR of all
6. the wisest ... of all OR in our family

- 3
2. is the most unusual gift.
 3. is the least practical gift.
 4. is the smallest gift.
 5. is the biggest gift.
 6. is the most expensive gift.
 7. is the funniest gift.

4 Ramadan is the ^{most serious} ~~serious~~est time in Muslim culture. During Ramadan, we do not eat from dawn to sunset. This is difficult for everyone but teenagers have the hardest time. Immediately after Ramadan is the Eid al-Fitr. This holiday lasts three days and it's the ~~most~~ happiest time of the year. On the morning of Eid, my family gets up early and goes to the mosque. After we've greeted our neighbours by saying 'Eid Mubarek' (Happy Eid), we go home. We eat the ^{biggest} ~~big~~ breakfast you have ever seen. Our parents give us presents, usually new clothes and money. One year, Eid came round the time I graduated from university. That year, I got the most beautiful clothes and the ^{fattest} ~~fatter~~ envelope of money of all the children in my family. Eid Mela is part of Eid al-Fitr. On that day, we all go to a big park. Last year at Eid Mela, I had the ^{best} ~~better~~ time of my life. I met my old friends and we all ate junk food and showed off our new clothes.

CHART CHECK

more or less, the

EXPRESS CHECK

than, the best

1 In the first football game of the season, Norwich beat Stowe, 6 goals to 3. The Stowe team played a truly fantastic game but its defence is still weak. Norwich defended the ball much more aggressively than the Stowe team did. Of course, Joe Jackson helped win the game for Norwich. Norwich's star player was back on the field today, to the delight of his many fans. He was badly hurt at the end of last season but he has recovered quickly. Although he didn't play as well as people expected, he still handled the ball like the old Joe. He certainly handled it the most skilfully of anyone on the team. He controlled the ball the best, kicked the ball the furthest and ran the fastest of any of the players on either team. He played hard and helped the Norwich team look good. In fact, the harder he played, the better Norwich performed. Watch Joe this season.

And watch Stowe, too. They've got a new coach and they're training more seriously this year. I think we'll see them play better and better as the season progresses.

- 2
2. better
 3. faster
 4. less
 5. more rapidly
 6. harder
 7. the most slowly OR the slowest
 8. the most clearly
 9. the longest
 10. more quickly than
 11. more thoroughly than

- 3
3. the most slowly OR the slowest
 4. more slowly than OR slower than
 5. the furthest
 6. faster than
 7. higher than
 8. the best
 9. the worst

UNIT
45Adverbs: Comparatives
and Superlatives

CHECK POINT

T

4 Last night, I watched the Lakers and the Bulls. Both teams played more aggressively ^{than} I've ever seen them. In fact, they played the ^{best} ~~better~~ of any game I've watched this season. In the first half, Michael Jordan sprained his left ankle and Shaquille O'Neal was out of the game because of fouls. But they still didn't start the second half any slower ^{than} ~~that~~ the first. With Jordan out, Kukoc scored the most ^{frequently} ~~frequently~~ of any player. He's been playing ^{better and} ~~more and more~~ better as the season goes on. In fact, ^{the} ~~more~~ he plays, the better he gets. The Bulls won by 97 to 88. The Lakers seemed to get tired at the end. They played ^{less} ~~little~~ and less consistently as the game went on.

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. C | 5. C | 9. D | 12. C |
| 2. A | 6. A | 10. B | 13. D |
| 3. A | 7. B | 11. A | 14. B |
| 4. B | 8. C | | |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|------------------------|---------------------|
| 15. C (the less) | 21. B (delete more) |
| 16. C (of) | 22. B (most) |
| 17. B (amazed) | 23. C (more) |
| 18. C (sweet) | 24. C (disgusting) |
| 19. B (harder) | 25. B (hot) |
| 20. A (run as quickly) | |

UNIT 46

Gerunds: Subject and Object

CHECK POINT

exercise

CHART CHECK

-ing, not

EXPRESS CHECK

- A: Drinking
B: drinking
A: not drinking

1 Swimming is great exercise. It's healthy, fun and relaxing. Because swimming is a 'low-impact' sport, most people enjoy participating in this activity without fear of injury to their bones or muscles. Jogging, which is a 'high-impact' activity, can at times be harmful. I know this from personal experience. Last year while I was jogging, I injured my right knee. I don't go jogging any more. After a painful month of recovery, I stopped running and switched to water sports. I'm now considering joining a swimming team and competing in races.

- 2**
- | | |
|-----------------|---------------------|
| 2. Eating | 6. swimming |
| 3. Not drinking | 7. walking, running |
| 4. increasing | 8. not going |
| 5. doing | |

- 3**
- has stopped smoking
 - go swimming
 - denied OR denies smoking
 - admits being
 - is avoiding eating
 - is considering taking
 - can't stand being

4 Smoking Cigarettes
Ways I Can Give Up Smoke
Pick an exact date to give up smoking.
Stop smoking completely. (Cutting ~~cut~~ down is harder than stopping all at once.)
Avoid being ~~to be~~ around other smokers
(at least at the beginning).

(continued on next page)

Start exercising daily. ^{Exercising} ~~To exercise~~ can reduce stress.

~~Not~~ ^{Not} drinking coffee may help, too.

Imagine ^{being} ~~been~~ a non-smoker. Positive mental images can help.

Consider ^{joining} ~~to join~~ a support group.

Don't delay ^{asking} ~~to ask~~ for help. Call Dr Burns right away!

Keep trying and don't give up!

UNIT 47

Gerunds after Prepositions

CHECK POINT

F, T, F

CHART CHECK

a preposition, the gerund

EXPRESS CHECK

A: joining

B: joining

1 We, the members of the Student Council, would like to share with you the thoughts and concerns of the general student body. As you probably know, many students are complaining about life on campus. We are interested in meeting with you to discuss our ideas for dealing with these complaints.

We know that you are tired of hearing students complain and that you are not used to working with the Student Council. However, if you really believe in giving new ideas a try, we hope you will think about speaking to our representatives. We look forward to hearing from you soon.

- 2**
2. in listening
 3. about going, about driving
 4. to staying, relaxing
 5. for having
 6. at learning
 7. on coming
 8. on reading, (on) going

3

2. We can make changes by telling the Dean about our concerns.
3. The Dean can help by listening to our concerns.
4. In some cases, students just complain instead of making suggestions for improvements.
5. Students get annoyed with some lecturers for coming late to class.
6. You can improve your work by studying regularly.

4

I have been attending Bedford College for a year. I'm very happy about ^{studying} ~~study~~ here.

At first, it was quite hard getting used to ^{speaking} ~~speaking~~ English all the time but now I feel very comfortable about ^{communicating} ~~communicate~~ in my second language.

I've just joined an international student group and I'm excited ^{about} ~~with~~ meeting new people. The summer break is coming and a few of us are planning on ^{doing} ~~do~~ some travelling together. Before ^{joining} ~~to join~~ this group, I used to spend holidays alone.

Please write. I look forward to ^{hearing} ~~hear~~ from you!

UNIT 48

Infinitives after Certain Verbs

CHECK POINT

Megan thinks 'Impatient' should consider his proposal more.

CHART CHECK

T, T, F

EXPRESS CHECK

I want to write to Annie.

1 Slow down! You appear to be in too much of a hurry. You've only known this person for a month and yet you've asked her to marry you! What's the big rush? Why can't you afford to wait? Are you afraid that if she gets to know you better, she may decide not to tie the knot? I agree with your girlfriend. You need to consider things more carefully. You can't expect her (or yourself) to make such an important decision so quickly. If you don't want to regret a hasty decision, I advise you both to get to know each other better before you hurry to the altar.

- 2**
2. attempt to find
 3. warns single people not to leave
 4. urges them to use
 5. fail to plan
 6. plan to fail
 7. wish to meet
 8. Ask two friends to read
 9. Choose to participate
 10. advises people not to feel
 11. wants to be

3 (Answers may vary slightly.)

2. would like Tom to call her at 10:00.
3. reminded Emily to buy petrol (today).
4. invited Mel to join them for coffee.
5. agreed to be home by 10:30.
6. forgot to go to the two o'clock staff meeting.
7. encouraged her to try again.
8. needs to use the car (tonight).

4 Annie advised me ^{to join} ~~joining~~ a club or take a class and I finally did it! I decided ^{to} ~~become~~ a member of the Outdoor Adventure Club and I went to my first meeting last night. I'm really excited about it. The club is planning a hiking trip next weekend. I definitely want to go rafting in the spring. At first I didn't want ^{to sign} ~~signing~~ up but the leader was so nice. He urged me ^{not to} ~~to not~~ miss this trip so I put my name on the list. After the meeting, a group of people asked me to go out with

them. We went to a coffee shop and talked for hours. Well, I hoped ^{to} ~~make~~ some friends when I joined this club but I didn't expect everyone ^{to be} ~~being~~ so friendly. I'm glad Annie persuaded me ^{not} ~~ne~~ to give up.

UNIT 49 Infinitives after Certain Adjectives and Nouns

CHECK POINT

Finding good chips is difficult.

CHART CHECK

to + base form of verb
certain nouns and adjectives

EXPRESS CHECK

It's convenient to eat fast food.
That's a low price to pay.

1 Please take a few ^N minutes to complete this questionnaire about fast-food restaurants. Tick (✓) all the answers that apply to you.

1. How often are you ^A likely to eat at a fast-food restaurant?
 - ☐ 1-3 times a week
 - ☐ 4-6 times a week
 - ☐ more than 6 times a week
 - ☐ never
2. In your opinion, fast food is:
 - ☐ ^A good to eat
 - ☐ a ^N way to save time
 - ☐ ^A fun to order occasionally
 - ☐ ^A unhealthy to have every day
3. Which statement best describes your feelings about the cost of fast food?
 - ☐ It's a high ^N price to pay for convenience.
 - ☐ You get a lot for not very much money.
4. Is it a good ^N idea to include healthy choices in fast-food menus?
 - ☐ Yes
 - ☐ No

- 2** 2. delighted to find 7. outrageous to see
3. way to go 8. good to eat
4. fun to eat 9. essential to have
5. pleasure to eat 10. difficult to go
6. mistake to bring

- 3** 2. ready to cry 7. important to keep
3. willing to work 8. time to decide
4. hard to wake up 9. chance to show
5. surprised to hear 10. easy to find
6. eager to get

4 Tonight I made the decision ^{to ask} ~~asked~~ Chris to do the night shift. I really thought she was going to be glad ^{to get} ~~for getting~~ the offer. She has her own rent ^{to} ~~pay~~ and I know it's hard for ^{her} ~~she~~ to meet all her expenses. Looks like she was the wrong person ^{to ask} ~~I asked~~! The problem was, she wasn't willing to ^{say} ~~said~~ Yes or No and I'm afraid I got a little impatient. It was wrong of me to threaten to ask Steve. I could tell that she was pretty upset to hear that. I'll think about giving her the promotion anyway. She deserves ^{to get} ~~getting~~ a break.

- 2** 2. It's too far for us to get home by ten. G
3. I'm mature enough to take care of myself. G
4. It's too dangerous to drive at night. M
5. I worry too much to give you permission. M
6. You aren't experienced enough to drive that far. M

- 3** 2. cheap enough for us to afford
3. large enough to hold
4. too good for me to miss
5. big enough to share
6. too late to stop
7. old enough to stay
8. early enough to come
9. too slow to beat
10. safe enough to drive

4 The Phish concert was brilliant! Now I'm too excited ^{to sleep} ~~for sleeping~~. That Mike Gordon really can sing. My voice isn't ^{good enough} ~~enough good~~ to sing in the shower! After the concert, we were really hungry but it was ^{too} ~~to~~ late to go for pizza. I HATE going home so early! It's too weird ^{to} ~~to~~ understand. My friend Stan works and has to pay taxes but the law says he's too young ^{to stay} ~~for staying~~ out past 10:00! That's crazy enough to make me want to scream. That reminds me. I sure hope my mother changes her mind soon enough for ^{me} ~~I~~ to buy a ticket to the Hampton concert. They sell out very quickly. Why doesn't she think I'm mature ^{enough} ~~to~~ to drive fifty miles? I'll have to do it sometime! Well, I'd better try to get some sleep or I'll be too tired ^{to} ~~too~~ get up in the morning.

UNIT 50

Infinitives with Too and Enough

CHECK POINT

F, T

CHART CHECK

too

EXPRESS CHECK

She's too young to vote.

We're old enough to work.

- 1** 2. b 4. b 6. b
3. a 5. a

UNIT 51

Infinitives of Purpose

CHECK POINT

an address book, a dictionary, a note pad

CHART CHECK

T, F

EXPRESS CHECK

I use a PDA to store addresses.

I set my alarm clock in order not to oversleep.

1 JUDITH: It's 5:00. Aren't you going home?

LEE: No. I'm staying late to finish this report. What about you? Are you going straight home?

JUDITH: No. I'm going to stop at the bank to get some cash. Then I'm going to Lacy's to take advantage of the sale they're having.

LEE: Oh, what are you going to get?

JUDITH: One of those new PDAs they're advertising. I've been looking for something to help me with my work.

LEE: What's wrong with a normal organiser?

JUDITH: Nothing. But sometimes I need to surf the net.

LEE: What else are you going to use it for?

JUDITH: Oh, to store important names and phone numbers and to do my accounts.

LEE: What did we do before they invented all these electronic gadgets?

JUDITH: We made a lot of mistakes!

- 2 To withdraw £100.
- 3 To invite Rick and Tina to dinner.
- 4 To buy milk and eggs.
- 5 To buy batteries.
- 6 To check her tyres.

3 First Part:

3. f 4. a 5. d 6. e 7. c

Second Part:

3. She went to the shop (in order) to buy some pasta.
4. We disconnected our phone in order not to get any phone calls.

5. He turned on the radio (in order) to listen to the news.
6. He didn't tell me he was ill in order not to worry me.
7. She bought a PDA (in order) to store information.

4 I went to the dentist ~~for getting~~ ^{to get} my teeth cleaned today. While I was waiting, I used my PDA to study for the test. Then I used it to ~~help~~ ^{help} me pronounce 'dental floss' for my appointment. After the dentist, I checked my calendar and saw 'Rick and Tina, dinner, 7:30'. I should use it in order ~~to not~~ ^{not to} forget appointments! Luckily, my recipes are already on the PDA so I used them ~~for making~~ ^{to make} a quick shopping list. When I got home, there was a note on my door - 'Call PLB'. I checked the PDA dictionary to find 'PLB'. The 'plumber' wanted to come in order ~~to~~ ^{to} fix the taps! Rick, Tina and I played with the PDA all evening. You can programme it ~~for~~ to play computer games, too. I don't know how I lived without it!

UNIT 52

Gerunds and Infinitives

CHECK POINT

F, T

CHART CHECK

T, F, T

EXPRESS CHECK

to go, Going, talking, to talk OR talking

- | | | | | |
|---|------|------|------|------|
| 1 | 2. T | 4. T | 6. F | 8. T |
| | 3. F | 5. F | 7. T | |

- 2** 2. to trust
3. to forget, to remember
4. going
5. to remember
6. to turn off
7. Playing, improving

- 3** (Answers may vary slightly.)
2. meeting Natalie last year (at Richard's party).
3. spilling juice (on the sofa).
4. listening to jazz OR listening to Richard play jazz (at his parties).
5. going dancing (some time),
to go (dancing some time).
6. to give Joan a lift home,
to stay a little longer.

- 4** What a great party! I usually avoid ^{going} ~~to go~~ to parties because it's such a problem for me to remember people's names. I'm so glad I read that book about ^{improving} ~~improve~~ your memory. The author suggested ^{doing} ~~to do~~ exercises and they really helped. I stopped ^{worrying} ~~to worry~~ about what people would think of me and I tried to pay attention to what people were saying. As a result, I had a great time! I'm even planning ^{to go OR on going} ~~going~~ dancing with this guy Leo next week.

I have an English test tomorrow so I should stop writing now and start studying.

The book even had some good tips about ^{studying} ~~study~~ for an exam. I hope I remember ^{to use} ~~using~~ some of them tonight!

UNIT 53

Make, Let, Help and Get

CHECK POINT

T

CHART CHECK

T, F, T

EXPRESS CHECK

- A: to correct
B: to correct
A: stay
B: stay

- 1** 2. F 4. F 6. F
3. T 5. T

- 2** 2. made 5. got 8. let 11. made
3. let 6. made 9. let
4. help 7. got 10. help

- 3** 2. made her work
3. didn't let them use
4. got him to clean
5. got him to pronounce
6. didn't let her speak
7. didn't make her leave

- 4** When I was a teenager, my parents never let me ^{play} ~~to play~~ until I had finished all my homework. They even made me ^{help} ~~helping~~ my brothers with their homework before I could have any fun. On the one hand, they certainly got me ^{to} ~~learn~~ a lot. On the other hand, they made me ^{become} ~~became~~ too serious. I wish they had let me ~~to~~ have a little more fun. When I become a parent, I want to get my child ^{to learn} ~~learns~~ about responsibility but also I would want to let ^{him or her} ~~he or she~~ have fun. As Ben Franklin said, 'All work and no play makes Jack a dull boy'. I want to avoid that mistake.

SelfTest

IX

(Total = 100 points. Each item = 4 points.)

SECTION ONE

1. C 3. A 5. D 7. A
2. A 4. B 6. C 8. C

9. A 11. B 13. B
10. D 12. C 14. A

SECTION TWO

(Correct answers are in brackets.)

15. B (to change) 21. D (to seeing)
16. C (trying) 22. A (to buy)
17. B (finding) 23. D (not to fall)
18. A (Getting) 24. B (watching)
19. B (not to) 25. D (to do)
20. C (old enough)

UNIT 54

Phrasal Verbs: Inseparable

CHECK POINT

in a restaurant

CHART CHECK

before the direct object

EXPRESS CHECK

We ran into Bob.
He was eating out.

- 1 Ho Da-ming's new restaurant was failing. His customers rarely came back. Why? Mr Ho contacted a feng shui consultant to find out. Feng shui (meaning 'wind and water') is the ancient Chinese art of placing things in your surroundings. According to this art, the arrangement of furniture, doors and windows affects our health, wealth and happiness. Mr Ho was concerned about his business but he didn't give up. Following the consultant's advice, he remodelled and redecorated his restaurant. His actions paid off. Soon business picked up and Mr Ho became rich. 'It was the best decision I ever made,' he says happily. And he isn't

alone in his enthusiasm. Feng shui has caught on with modern architects and homeowners everywhere.

1. has caught on 4. find out
2. came back 5. give up
3. paid off 6. picked up

2

2. back 6. out
3. up 7. up
4. up 8. out
5. up

3

2. turned out 6. give up
3. come up with 7. paid off
4. went up 8. go back
5. carried on

4

Sorry the flat is such a mess. I got ~~down~~^{up} late this morning and didn't have time to tidy ~~out~~^{up}. I'm going to the gym now to work ~~off~~^{out} for an hour. I should get ~~across~~^{back} before you and I'll clean up then. How about eating ~~tonight~~^{out tonight}? Afterwards, we can get together with some of the guys and maybe see a film. Or maybe we'll come ~~over~~^{up} with a better idea. P.S. I ran ~~Tom into~~^{into Tom} at the library. He'll drop ~~by~~^{by} to see you later.

UNIT 55

Phrasal Verbs: Separable

CHECK POINT

George is getting an idea for an invention.

CHART CHECK

Direct objects that are nouns can go before or after the particle.

EXPRESS CHECK

dreamt up that idea OR dreamt that idea up, dream it up

1 Did you know that two university dropouts thought up the idea of the first personal computer? What's more, they put it together in a garage. Inventions don't have to come out of fancy laboratories. Average people in classrooms, kitchens and home workshops often dream up new and useful ideas.

The ability to think of something new seems like magic to many people but in fact anyone can develop the qualities of an inventor. First, inventors follow their curiosity. The Swiss inventor George de Mestral wanted to find out the reason it was so hard to remove burrs from his dog's coat. His answer led to the idea for Velcro®, now used to fasten everything from trainers to space suits. Second, inventors use imagination to put things together in new ways. Walter Morrison watched two men throwing a pan to each other and thought up the Frisbee®, one of the most popular toys in the world. Perhaps most important, successful inventors don't give up. They continuously look up information about their ideas and try new designs out until they succeed.

- 2**
- | | |
|--------------------|--------------------|
| 2. set up | 6. paid . . . back |
| 3. filled . . . up | 7. carry out |
| 4. keep . . . away | 8. brought about |
| 5. picked up | |

- 3**
- | | |
|------------------|-----------------|
| 2. figure it out | 5. point it out |
| 3. fill them in | 6. hand them in |
| 4. handed it out | |

- 4** 3 May I dreamt ^{up} ~~over~~ a really good idea – a jar of paint with an applicator like the kind used for shoe polish. It can be used to touch ^{up} ~~on~~ spots on a wall when people don't want to paint a whole room. I know a manufacturer. I'll call ^{him up} ~~up him~~ and order several types so I can try them ^{out} ~~in~~.

3 July I filled ⁱⁿ ~~down~~ an application for a patent and posted it yesterday. I'll be able to set ^{up} ~~a~~ strong and convincing demonstration of the product ~~up~~ soon.

30 August I demonstrated the product at an exhibition for decorators. I wanted to point out that it's very clean to use so I put ^{on} ~~a~~ white gloves for the demonstration. It went very well.

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. A | 5. D | 8. D | 11. A |
| 2. C | 6. C | 9. D | 12. C |
| 3. A | 7. D | 10. A | 13. B |
| 4. B | | | |

SECTION TWO

(Correct answers are in brackets.)

14. A (it over)
 15. D (up)
 16. D (off the bus)
 17. D (back)
 18. B (get on the bus)
 19. D (off)
 20. A (up)
 21. B (her up)
 22. D (wake you up)
 23. D (pick some stamps up for him . . . OR pick up some stamps for him . . .)
 24. D (Meg into)
 25. B (along / on)



Nouns

CHECK POINT

Ra II

CHART CHECK 1

F

CHART CHECK 2

T, F

EXPRESS CHECK

were, was

1 Was Columbus really the first explorer to discover the Americas? Thor Heyerdahl didn't think so. He believed that ancient people were able to build boats that could cross oceans. To test his ideas, he decided to build a copy of the reed boats that were pictured in ancient paintings and sail across the Atlantic from North Africa to Barbados. Heyerdahl's team also copied ancient Middle Eastern pots and filled them with food for their journey – dried fish, honey, oil, eggs, nuts and fresh fruit. Ra, the expedition's boat, carried an international group including a Norwegian, an Egyptian, an Italian, a Mexican and a Chadian.

The first trip failed but everyone survived and wanted to try again. Departing on 17 May 1970, under the flag of the United Nations, Ra II crossed the Atlantic in 57 days. The expedition proved that ancient civilisations had the skill to reach the Americas long before Columbus.

- 2
3. Food
4. is
5. are
6. ideas
7. beans
8. rice
9. Potatoes
10. are
11. trips
12. vegetables

13. are
14. Is
15. equipment
16. batteries
17. news
18. stops
19. clothing
20. cold
21. bothers
22. bags

3 27 October I've been on the Canary Islands for three days now. I'll start back home when the weather is better. I was so

surprised when I picked up my post today. My family sent me some birthday presents. My birthday is the 31st. I won't open the presents until then.

29 October I think the weather is getting worse. I heard thunder today but there wasn't any rain. I stayed in bed with my cat, Typhoon. Every time it thundered, typhoon and I snuggled up closer under the covers. I started reading a novel, 'Brave New World'.

30 October I left the Canary Islands today – just like Columbus. There's a strong wind and plenty of sunshine now. I travelled 500 kilometres.

31 October I'm 21 today! To celebrate, I drank some coffee for breakfast and I opened my presents. I got some perfume and pretty silver jewellery.

1 November The electricity is very low. I'd better not use much until I get near Plymouth. I'll need the radio then. It rained today so I collected water for cooking.

UNIT 57

Quantifiers

CHECK POINT

a good supply of chocolate

CHART CHECK

T, F, T, T

EXPRESS CHECK

A: many B: much

1 Are you ready? Many people don't realise that some natural disasters such as

(continued on next page)

earthquakes can strike with little warning. It may take several days for assistance to reach you. Prepare your disaster kit in advance! Here are a few tips.

- Water may be unsafe to drink. Store enough water for several days. Each person needs five litres per day for cooking and washing.
- You will also need food for several days. It's a good idea to store a lot of tinned meat, fruit, vegetables and milk. However, also include several kinds of high-energy food, such as peanut butter and raisins. And don't forget some 'comfort food' like biscuits and chocolate!
- If you haven't got any electricity, you might not have any heat, either. Keep some blankets, sleeping bags and extra clothes for everyone.
- Prepare a first aid kit with some pain killers, several sizes of plaster and an antiseptic.
- The cash machines might not be working. Have you got any cash? You shouldn't keep much money in the house but you should have a lot of small notes and a few larger notes, too.

2

- | | |
|--------------------|--------------|
| 2. any | 8. many |
| 3. Several | 9. few |
| 4. a great deal of | 10. Some |
| 5. a lot of | 11. a little |
| 6. Many | 12. a few |
| 7. a few | |

3

- | | |
|-------------|----------------|
| 1. b. a few | 2. a. a little |
| c. many | b. few |
| d. much | c. a few |
| e. a few | d. little |
| f. a little | e. a few |

4

We had a big storm last week and we lost the electricity for ^a few days. Once I got over

being scared, it was fun – a bit like camping. We've got an electric heater so we didn't have ^{any} ~~some~~ heat. We slept in our sleeping bags around the fireplace. We used up ^{a lot of} ~~many~~ wood! Mum baked some bread in a pan in the fireplace. She had to try several times but it was really good when it worked. We ate it with ^a little butter. The first night, we had ^{a lot of} ~~much~~ problems working out what to do. It got dark early and we only had ^{few} ~~a little~~ candles – and no TV! Jane is five and she was really frightened until we made hot chocolate over the fire. Finally, everybody took turns telling stories. I found out that Dad knows ^{of} a lot ^a good stories.

UNIT 58

Articles: Indefinite and Definite

CHECK POINT

There is only one Earth.

CHART CHECK

F, T, T

EXPRESS CHECK

a, The

1

- | | | |
|------|------|------|
| 2. a | 4. b | 6. a |
| 3. b | 5. b | |

2

- | | | |
|-------|--------|---------|
| 2. an | 6. the | 10. the |
| 3. a | 7. a | 11. a |
| 4. an | 8. the | 12. the |
| 5. an | 9. the | 13. the |

3

- | | | |
|--------|--------|------------|
| 2. the | 5. a | 8. an, the |
| 3. the | 6. the | 9. the |
| 4. a | 7. The | |

4 Once there was a plumber called Mario. ^{The plumber} ~~Plumber~~ had ^a beautiful girlfriend. One day, ^{an} a ape fell in love with the girlfriend and kidnapped her. The plumber chased ^{the} ~~ape~~ to rescue his girlfriend.

This simple tale became *Donkey Kong*, ^{the} a first video game with a story. It was invented by Sigeru Matsimoto, ^{an} a artist with Nintendo, Inc. Matsimoto loved ~~the~~ video games but he wanted to make them more interesting. He liked fairy tales so he invented ^a story similar to a famous fairy tale. ^{The story} ~~Story~~ was an immediate success and Nintendo followed it with *The Mario Brothers*. The rest is video game history.

UNIT 59 Ø (No Article) and The

CHECK POINT

the little girl

CHART CHECK

indefinite
plural

EXPRESS CHECK

A: the B: Ø A: the B: Ø

1 Do you enjoy theme parks? Tomorrow, Blare Gardens will open to the public for the first time. The park features a wide variety of rides and games that will appeal to both adults and children. And, of course, a theme park would not be complete without candy floss and hot dogs. The food at Blare Gardens promises to be very good. Come early, bring the whole family and be sure to stay for the firework display that takes

place just after the sun sets. So check it out! You won't be disappointed.

- 2**
- | | | |
|--------|---------|---------|
| 2. Ø | 10. Ø | 18. the |
| 3. Ø | 11. Ø | 19. Ø |
| 4. Ø | 12. Ø | 20. the |
| 5. the | 13. the | 21. Ø |
| 6. Ø | 14. the | 22. Ø |
| 7. Ø | 15. the | 23. Ø |
| 8. Ø | 16. Ø | 24. the |
| 9. Ø | 17. the | 25. the |

- 3**
- | | | |
|--------|-------|---------|
| 2. the | 7. Ø | 11. The |
| 3. the | 8. Ø | 12. the |
| 4. Ø | 9. Ø | 13. the |
| 5. the | 10. Ø | 14. the |
| 6. Ø | | |

4 Hi! Blare Gardens is excellent! This is ^{the} best holiday we've ever been on! I love the rides here. I've been on ~~the~~ roller coasters before but nothing is like the one they've got here! ^{the} And ^a food is great, too. I usually don't eat ~~the~~ hot dogs but ^{the} hot dogs here are great. So is ^{the} pizza. Do you like ~~the~~ theme parks? If so, you've got to get your family to come. The only problem is ^{the} crowds here. People have to queue to get into *everything* – even the toilets! See you soon.

UNIT 60 Reflexive Pronouns and Reciprocal Pronouns

CHECK POINT

F

CHART CHECK

F, T

EXPRESS CHECK

A: yourself
B: myself

1 Self-talk is the way we explain a problem to ourselves. It can affect the way we feel and the way we behave. Tom and Sara, for example, both lost their jobs when their company laid off a lot of people. Sara kept herself fit and spent time with friends. Tom gained ten pounds and spent all his time by himself. They were both unemployed so the situation itself can't explain why they acted so differently from each other. The main difference was the way Tom and Sara explained the problem to themselves. Sara believed that she herself could change her situation. Tom saw himself as helpless. Later, everyone got their jobs back. When they all talked to one another back at the office, Tom grumbled, 'They must have been desperate.' Sara replied, 'They finally realised they need us!'

- 2**
1. yourselves
 2. herself, ourselves
 3. myself, yourself
 4. each other, yourself
 5. itself, ourselves
 6. yourselves, one another

- 3**
- | | |
|---------------|---------------|
| 2. yourselves | 7. myself |
| 3. themselves | 8. myself |
| 4. himself | 9. yourselves |
| 5. yourselves | 10. myself |
| 6. each other | |
- OR one another

4 I forgot to call Sam on his birthday. I reminded ^{myself} me all day and I still forgot! I felt terrible. My sister, Anna, said, 'Don't be so hard on ^{yourself} yourselves,' but I didn't believe her. She prides ^{herself} her on remembering everything. Then I read an article on self-talk. It said that people can change the way they explain problems to ^{themselves} themselves. I realised that the way I talk to ^{myself} me is

insulting – like the way our maths teacher used to talk to us. I thought, Sam and I treat each other well. He forgave ^{me} myself for my mistake straightaway and I forgave him for forgetting our dinner date two weeks ago. Sam and I could forgive ^{each other} themselves so I suppose I can forgive ^{myself} me.

SelfTest

XI

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. C | 4. C | 7. C | 10. C |
| 2. B | 5. A | 8. C | 11. C |
| 3. D | 6. A | 9. C | 12. A |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|---------------------------------------|------------------------|
| 13. A (is) | 19. D (delete the) |
| 14. C (Christmas) | 20. B (much time) |
| 15. B (is starting) | 21. C (few) |
| 16. B (May) | 22. B (a little) |
| 17. D (the) | 23. B (one another's) |
| 18. A (delete A and capitalise Money) | 24. B (a little) |
| | 25. D (the accountant) |

UNIT 61

The Passive: Overview

CHECK POINT

the number of years the magazine has existed

CHART CHECK

T, T, F

EXPRESS CHECK

were printed

- 1**
- | | |
|------|-------|
| 2. A | 7. A |
| 3. P | 8. P |
| 4. A | 9. A |
| 5. P | 10. P |
| 6. P | |

UNIT 62

The Passive with Modals

CHECK POINT

somebody should do something about Ed's snoring

CHART CHECK 1

T, F

CHART CHECK 2

a modal or an auxiliary verb

EXPRESS CHECK

A: Will . . . be prepared

B: won't, will be prepared

1 Space Station *Unity* will be completed within the next decade and international teams of astronauts will then be sharing close quarters for long periods of time. What can be done to improve living conditions in space? Here's what former astronauts suggest:

- **FOOD** It doesn't taste as good in zero gravity. Food should be made spicier to overcome those effects. International tastes must also be considered.
- **CLOTHING** Layered clothing could help astronauts stay comfortable. The top layer could be removed or added as temperatures vary.
- **SLEEPING** Because of weightlessness, sleep is often interrupted in space. Comfortable restraints must be provided to give a sense of stability.
- **EMOTIONAL NEEDS** People need rest time in space just as they do on Earth. Time ought to be provided for relaxation and privacy.

2

- Is . . . going to be prepared
- (is it going to be) squeezed
- will be prepackaged
- can be warmed up

- 2**
- Tagalog is spoken
 - is spoken by 417 million people
 - Seventy-one million people speak
 - Arabic is spoken by
 - speak English
 - Swahili is spoken OR
 - People speak Swahili

- 3**
- is published (~~the publisher~~)
 - is read (~~readers~~)
 - have been hired by our international offices
 - were purchased (~~the company~~)
 - are used (~~our writers~~)
 - is advertised (~~advertisers~~)
 - were (or was) interviewed by *Live at Ten TV*
 - was seen by millions of viewers

4 Two-thirds of Bolivia's five million people are located ~~locate~~ in the cool western highlands known as the Altiplano. For centuries, the grain quinoa has been grown ~~grew~~ in the mountains. Llamas are ~~is~~ bred for fur, meat and transportation. And tin, Bolivia's richest natural resource, is mined ~~mining~~ by ~~miners~~ in the high Andes.

The Oriente, another name for the eastern lowlands, is mostly tropical. Rice is the major food crop and cows are raised for milk. Oil is also found ~~find~~ there.

Although Spanish is the official language, Native American languages are still spoken ~~by people~~. Traditional textiles are woven by hand and music is ~~are~~ played on reed pipes whose tone resembles the sound of the wind blowing over high plains in the Andes.

6. should . . . be chosen
7. has to be offered
8. could be selected
9. Will . . . be used
10. had better be attached
11. ought to be made

- 3**
2. should be kept
 3. ought to be improved
 4. could be designed
 5. can be removed
 6. ought to be given
 7. are going to be delivered
 8. will be done
 9. will be stored

- 4** I used the sleeping restraints last night and slept a lot better. They ought to ^{be made} ~~make~~ more comfortable, though. I felt trapped. I've just looked in the mirror. My face is puffy and my eyes are red. I'd better ^{get} ~~be got~~ on the exercise bike right away. I can be ^{misunderstood} ~~misunderstanding~~ when I look like this.
- Last night, Max thought I was angry with him for turning on 'Star Trek'. Actually, I love that programme. I might be given early lunch shift today. I hope they have more chilli. It's nice and spicy and the sauce can actually ^{be} ~~been~~ tasted, even at zero gravity. Some of it had better ^{be flown} ~~fly~~ in on the shuttle pretty soon or there might be some unhappy astronauts! Speaking of unhappy, last night, Katy called and told me she was planning to leave school. I think she could be ^{talked} ~~talk~~ out of it but I'm afraid I'll get angry and shout if we discuss it. I might ^{be} ~~overheard~~ by others. We need some privacy here!

UNIT 63

The Causative

CHECK POINT

went to a hairdresser's

CHART CHECK

F, T, F

EXPRESS CHECK

A: done

B: done, do

- 1**
- | | | |
|------|------|------|
| 2. T | 4. T | 6. T |
| 3. T | 5. F | |

- 2**
3. Amy had the dog groomed.
 4. They are going to get the windows cleaned.
 5. They had the carpets shampooed.
 6. Amy is going to have her ears pierced.
 7. Jake got his hair cut.
 8. They are going to have food and drinks delivered.

- 3**
1. OR have it shortened
 2. get (OR have) it dry cleaned
 3. 're getting (OR having) them cleaned OR 're going to get (OR have) them cleaned
 4. 'm getting (OR having) it cut OR 'm going to get (OR have) it cut
 5. get (OR have) it coloured
 6. Did . . . get (OR have) it painted

- 4** The party was last night. It went really well! The house looked great. Mum and Dad had the floors polished and all the windows ^{cleaned} ~~clean~~ professionally so everything sparkled. And of course we ^{had the whole house painted} ~~had the whole house painted~~ ourselves last summer. (I'll never forget that. It took us two weeks!) I wore my new black dress that I ^{had} ~~have~~ shortened by Jill and I ^{got my hair cut} ~~got cut my hair~~ by Colin. He did a great job. There were a lot of guests at the party. We ^{had invited OR invited almost fifty people} ~~had almost fifty people invited~~

and they almost all turned up! The food was great too. Mum made most of the main dishes herself but she had the rest of the food ~~prepare~~ ^{prepared} by a caterer. Mum and Dad hired a professional photographer so at the end of the party we all ~~took our photos~~ ^{had our photos taken}.

Dad's getting them back next week. I can't wait to see them!

SelfTest XII

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. C | 4. B | 7. C | 9. D |
| 2. D | 5. C | 8. B | 10. B |
| 3. A | 6. B | | |

SECTION TWO

(Correct answers are in parentheses.)

11. C (by)
12. A (delete were)
13. C (be corrected)
14. D (delete by the printer)
15. A (delete was)
16. D (return)
17. C (them done)
18. C (be discussed)
19. A (was painted)
20. C (couldn't OR wasn't able to)
21. B (grown)
22. D (was working)
23. B (have to be replaced)
24. C (cleaned)
25. A (be made)

UNIT 64 Zero Conditionals

CHECK POINT

T

CHART CHECK

T, F, F

EXPRESS CHECK

1. b 2. c 3. a

1 If you run into problems on your journey, remember your rights as a passenger. Often the airline company is required to compensate you for delays or damages. For example, the airline provides meals and hotel rooms if a flight is unduly delayed. However, the airline owes you a lot more if it caused the delay by overbooking. This can occur especially during holidays if airlines sell more tickets than there are seats. If all the passengers actually turn up, then the flight is overbooked. Airlines usually award upgrades or additional free travel to passengers who volunteer to take a later flight. However, if no one volunteers, your flight may be delayed. In that case, the airline must repay you 100 per cent of the cost of your ticket for a delay of up to four hours on an international flight. If the delay is more than four hours, you receive 200 per cent of the cost of your ticket.

- 2**
1. OR The best time to go to Hong Kong is November or December if you hate hot weather.
 2. If you're travelling with your children, take them to Lai Chi Kok Amusement Park in Kowloon. OR Take your children to Lai Chi Kok Amusement Park in Kowloon if you're travelling with them.
 3. If you need a moderately priced hotel, I suggest the Harbour View International House. OR I suggest the Harbour View International House if you need a moderately priced hotel.
 4. If you like seafood, there are wonderful seafood restaurants on Lamma Island. OR There are wonderful seafood restaurants on Lamma Island if you like seafood.
 5. If you're fascinated by Chinese opera, you might like the street opera in the Shanghai Street Night Market. OR You might like the street opera in the

(continued on next page)

Shanghai Street Night Market if you're fascinated by Chinese opera.

6. If you'd like to get a good view of Hong Kong, you should take the funicular to the Peak. OR You should take the funicular to the Peak if you'd like to get a good view of Hong Kong.

- 3 2. I spend a lot of time at the pool if I stay at a hotel.
3. If I stay with friends, I spend time with them.
4. It's not so nice if I get a 'Dracula' flight.
5. It's very rewarding if you don't mind hard work.
6. If you have three flatmates, you don't have trouble finding dogwalkers.
7. If a flight has an empty seat, I travel free.

- 4 What a great weekend! If Lou and Tony aren't the best hosts in the world, I ~~won't~~ ^{don't} know who is. I've invited them to London but if you live in the Bahamas, you rarely want to leave. Tomorrow at midnight, I am doing a round trip from London to Singapore. There's always a price to pay. If I get a free weekend, I always get a 'Dracula' flight afterwards. Oh, well. If I ~~won't~~ ^{don't} fall asleep, I can usually get a lot of reading done. Pat and Ken both flew to London yesterday. I hope someone can walk Frisky for me. Usually, if I ~~be~~ ^{'m} working, one of them is off. If Frisky is alone for a long time, he ~~barked~~ ^{barks} a lot. That disturbs the neighbours. Maybe I should just leave the TV on for him. He's always very calm ~~x~~ if the TV is on. Or maybe I'd better call Pat and ask her about her timetable. If it ~~was~~ ^{'s} 6:00 p.m. here in Singapore, it's 11:00 a.m. in London.

UNIT 65

First Conditionals

CHECK POINT

F, F

CHART CHECK

the *if* clause

when the *if* clause comes first

EXPRESS CHECK

If she wins, she'll fight crime.

- 1 2. e 4. a 6. d
3. c 5. g 7. b

- 2 3. get
4. If
5. win
6. 'll take OR 'm going to take
7. If
8. am
9. 'll try OR 'm going to try
10. will ... do OR are ... going to do
11. if
12. lose
13. If
14. lose
15. 'll continue OR 'm going to continue
16. Unless
17. cooperate
18. won't be OR isn't going to be
19. if
20. don't elect
21. 'll be OR 'm going to be

3 (possible answers)

3. If I take out a student loan, I won't have to depend on my family, OR I won't have to depend on my family if I take out a student loan.
4. If I go to law school, I'll earn more money. OR I'll earn more money if I go to law school.
5. If I earn more money, I'll be able to pay back my (student) loan quickly. OR I'll be able to pay back my (student) loan quickly if I earn more money.
6. If I pay back my loan quickly, I'll be able to pay for my sister to go to university. OR I'll be able to pay for my sister to go to university if I pay back my loan quickly.

7. If I go to law school, I'll go into politics.
OR I'll go into politics if I go to law school.
8. If I go into politics, I'll be able to improve life for others. OR I'll be able to improve life for others if go into politics.
9. If I go into politics, I'll get elected as an MP. OR I'll get elected as an MP if I go into politics.
10. If I get elected as an MP, I'll sit in the House of Commons. OR I'll sit in the House of Commons if I get elected as an MP.

4 Should I campaign for student union president? I'll have to decide soon if I ^{want} ~~wanted~~ to run. If I ^{I'm} ~~be~~ busy campaigning, I won't have much time to study. That's a problem, because I'm not going to get a good job ^{unless*} if I get good marks this year. On the other hand, there's so much to do in this university and nothing is ^{will get OR is going to get} ~~getting~~ done if John Healy becomes president again. A lot of people know that. But will I know what to do if I ^I ~~will~~ get the job? Never mind. I'll deal with that problem ^{don't} ~~x~~ if I win.
*OR if I get

4. couldn't identify
5. were
6. loved
7. 'd hate OR would hate
8. drove
9. 'd hate OR would hate
10. were
11. 'd hate OR would hate
12. weren't
13. might be

- 3**
2. If Schroeder didn't love Beethoven, he wouldn't play his sonatas all the time.
 3. If Charlie Brown had enough friends, he wouldn't feel lonely.
 4. If Sally knew her teacher's name, she could send her a card.
 5. If Linus weren't clever, he wouldn't find intelligent solutions to life's problems.
 6. If Woodstock and Snoopy didn't have a close relationship, Woodstock wouldn't confide in Snoopy.
 7. If Rerun's parents didn't refuse to let him have a dog, he wouldn't try to borrow Charlie's dog.
 8. If Pigpen had enough baths, he wouldn't be filthy.

4 I've got to stop staying up late reading 'Peanuts'! If I weren't always so tired, I ^{would} ~~will~~ be able to stay awake in class. Whenever the teacher asks me something, I don't know what to say. Then I get really embarrassed because of that nice red-haired girl that I like. I would talk to her if I ^{weren't} ~~wouldn't be~~ so shy. My friend, Jason, says, 'If I ^{were} ~~was~~ you, I'd ask her to a party.' but I'm too afraid that if I asked her, she would ^{say} ~~have said~~ no. After school, I played football. Nobody wanted me in their team. If I ^{played} ~~play~~ better, I would get chosen sometimes. Life is hard! I can really understand that Charlie Brown character in 'Peanuts'. In fact, if I didn't laugh so hard while reading 'Peanuts', I would ^{cry} ~~cried~~!

UNIT 66 Second Conditionals

CHECK POINT

F

CHART CHECK

F, T, F

EXPRESS CHECK

would, if, were

- 1**
2. T
 3. T
 4. F
 5. F
 6. F
- 2**
2. wouldn't like
 3. weren't

UNIT
67
Third Conditionals
CHECK POINT

F

CHART CHECK
the *if* clausethe *if* clause comes first
EXPRESS CHECK

would have studied

- 1** 2. F 4. F 6. T
3. T 5. F

- 2** 2. could (OR would) have gone OR would have been able to go, hadn't lost
3. could have gone, hadn't become
4. wouldn't have known, hadn't shown
5. hadn't helped, could have gone
6. might not have led, hadn't married
7. would have been, hadn't lived

3 (*Answers may vary slightly*)

1. OR Clarence would have had more self-confidence if he had been a first-class angel.
2. If George hadn't been unhappy about his business, he wouldn't have shouted at his daughter on Christmas Eve. OR George wouldn't have shouted at his daughter on Christmas Eve if he hadn't been unhappy about his business.
3. Poor people couldn't have bought (OR wouldn't have been able to buy) houses if George's business hadn't lent them money. OR If George's business hadn't lent them money, poor people couldn't have bought (OR wouldn't have been able to buy) houses.
4. If Mr Potter had been able to trick George, George would have sold Potter the business. OR George would have sold Mr Potter the business if Potter had been able to trick George.
5. If George's Uncle Billy hadn't lost £8,000, George wouldn't have got into trouble with the law. OR George wouldn't have got into trouble with the law if his Uncle Billy hadn't lost £8,000.

6. If George's friends had known about his troubles, they would have helped him straightaway. OR George's friends would have helped him straightaway if they had known about his troubles.
7. If George's friends hadn't collected money for him, he would have gone to prison. OR George would have gone to prison if his friends hadn't collected money for him.

4 It's funny how things work out sometimes.

If George ~~hasn't~~^{hadn't} wanted to jump off that bridge on Christmas Eve, I might never have ~~gotting~~^{got} an important job like saving him. And if he hadn't been so stubborn, I would never ~~had~~^{have} thought of the idea of showing him life in Bedford Falls without him. One of the saddest things was seeing all those people who didn't have homes. If George ~~gave up~~^{had given up} and sold his business to Mr Potter, then Potter would have rented run-down flats to all those people. But because of George, they now have good homes. By the time we were finished, George realised he really had a wonderful life. In fact, he ~~will~~^{would} have gone to prison happily ~~if~~ his friends hadn't given him the money he needed. Well, luckily they helped him out and he didn't go to prison. And I got my wings and became a first-class angel!

UNIT
68
Wish: Present and Past
CHECK POINT

that day

CHART CHECK 1

the past simple

CHART CHECK 2

the past perfect

EXPRESS CHECK

knew, had known

1. T 4. F 6. T
3. F 5. T

2. would go away
3. had
4. didn't have to deal
5. could entertain
6. could have invited OR
had been able to invite
7. had known

3. 2. I wish my husband would ask for a pay rise.
3. I wish we'd saved some money last month.
4. I wish my boyfriend weren't unfit OR were fit.
5. I wish I weren't too old to go back to school.
6. I wish I could stop (OR were able to stop) smoking.
7. I wish my son would phone me.
8. I wish my parents had understood me.

4. Today, I said to Dr Grimes, 'I wish there ^{were} ~~was~~ a way to spend more time with my boyfriend but we're both too busy.' He just said, 'If wishes were horses, beggars would ride.' That's an easy thing to say but I wish I ^{understood} ~~understand~~ its meaning. Maybe it means that wishing won't solve problems. Well, that's why I went to see him!!! I wish he ^{had told} ~~will tell~~ me what to do right then and there but he refused. Speaking of wishful thinking, I wish Mark and I could ^{spend} ~~have spent~~ the weekend together next week. My exams are over but he's got to fly to Paris for his job.

If wishes were horses, I'd ride one to Paris.
Hey! Mark is always saying, 'I wish you would come with me sometimes.' I suppose I can go with him to Paris. Dr Grimes must have meant that I can solve my own problems.
Now I wish I ^{hadn't} ~~haven't~~ been so rude to him.

SelfTest

XIII

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. C | 4. A | 7. B | 10. D |
| 2. B | 5. D | 8. C | 11. A |
| 3. A | 6. C | 9. C | 12. D |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|----------------------------------------|----------------------|
| 13. D (seen) | 20. D (were) |
| 14. B (could have) | 21. C (delete will) |
| 15. B (won't) | 22. C (delete comma) |
| 16. B (have) | 23. A (had) |
| 17. B (were) | 24. C (get) |
| 18. A (could have) | 25. C (could) |
| 19. A ('ll eat OR
are going to eat) | |

UNIT 69

Relative Clauses with Subject Relative Pronouns

CHECK POINT

F

CHART CHECK

nouns
in the middle of the main clause, after the main clause

EXPRESS CHECK

That's the man who works in the cafeteria.

1 Almost everyone has friends but ideas about friendship vary from person to person. For some, a friend is someone who chats with you on the internet. For others, a friend is a person who has known you all your life – someone whose family knows you, too. Others only use the term for someone who knows your innermost secrets. Although different people emphasise different aspects of friendship, there is one element which is always present and that is the element of choice. We may not be able to select our families, our colleagues or even the people that take the bus with us but we *can* choose our friends. As anthropologist Margaret Mead once said, 'A friend is someone who chooses and is chosen.' It is this freedom of choice that makes friendship such a special relationship.

- 2**
1. OR that have
 2. who (OR that) have
 3. that (OR which) are
 4. who (OR that) faces
 5. that (OR which) is
 6. whose ... are
 7. whose ... include
 8. that (OR which) appears OR appeared OR has appeared
 9. who (OR that) doesn't read OR hasn't read

- 3**
2. Mexico City is an exciting city that (OR which) attracts a lot of tourists.
 3. Steph has a brother whose name is Eric.
 4. He works for a magazine that (OR which) is very popular in Mexico.
 5. Eric writes a column that (OR which) deals with relationships.
 6. An article that (OR which) discussed friendships won a prize.
 7. A person who (OR that) has a lot of friends is lucky.

4 A writer once said that friends are born, not made. This means that we automatically become friends with people who ~~they~~ are compatible with us. I don't agree with this writer. Last summer, I made friends with some people who ^{were OR are} ~~is~~ completely different from me.

In July, I went to Barcelona to study Spanish for a month. In our group, there was a teacher ^{who OR that} ~~which~~ was much older than I am. We became really good friends. In my first week, I had a problem which was getting me down. Barcelona is a city ^{that OR which} ~~who~~ has a lot of distractions. As a result, I went out all the time and I stopped going to my classes. Bob helped me get back into my studies. After the trip, I kept writing to Bob. He always writes stories that ^{are} ~~is~~ interesting and encouraging. Next summer, he's leading another trip ^{that OR which} ~~what~~ sounds interesting. I hope I can go.

UNIT 70

Adjective Clauses with Object Relative Pronouns or When and Where

CHECK POINT

T

CHART CHECK

the subject of the relative clause
F

EXPRESS CHECK

I watch all the films that he directs.

1 At the age of nine, Eva Hoffman left Poland with her family. She was old enough to know what she was losing: Krakow, a city that she loved as one loves a person, the sun-baked villages where they had spent summer holidays and the conversations and escapades with her friends. Disconnected from a city where life was lived intensely, her father was overwhelmed by the transition to Canada. Eva lost the parent whom she had watched in lively conversation with friends in Krakow cafés. And nothing could replace her friendship with the boy whose home she visited daily, and whom she assumed she would marry one day. Worst of all, however, she missed her language. For years, she felt no connection to the English name of anything that she felt was important. *Lost in Translation: A Life in a New Language* (Penguin, 1989) tells how Eva came to terms with her new identity and language. It's a story that readers will find fascinating and moving.

- 2**
1. OR that
 3. who OR whom OR that
 4. stayed OR were staying
 5. which
 6. had
 7. that OR which
 8. wanted
 9. that OR which
 10. have experienced
 11. where OR in which
 12. were
 13. who OR whom OR that
 14. take care of

- 3**
1. OR ... in which I grew up ...
 2. The house that (OR which) we lived in was beautiful. OR The house in which we lived ...
 3. Emily and I shared a room where (OR in which) we spent a lot of time playing.

4 I had a good friend who (OR whom OR that) I went to school with. OR ... with whom I went to school.

5 I took piano lessons from a woman who (OR whom OR that) I met at my mum's office.

6 I remember one summer when the whole family went to the seaside.

7 Those were good times that (OR which) I'll always remember.

4 Tai Dong is the small city in southeastern where OR in which OR that ... in Taiwan which I grew up. My family moved there from Taipei the summer I was born. The house in which I grew up in is on a main street in Tai Dong. My father sold tea and my mother had a food stand in our front courtyard, where she sold omelettes early in the morning. A customer who I always chatted with him had a son my age. We were best friends. A cousin whose ~~who his~~ family I visited every summer lived with us. He was who OR whom OR that an apprentice which my father was teaching the tea business to. On the first floor of our house, we had a huge kitchen in which OR where ~~in where~~ we all gathered for dinner. It was a noisy place. The bedrooms where the family slept were ~~was~~ upstairs. My two brothers slept in one bedroom. I slept in one that OR which ~~what~~ I shared with my older sister. My younger sister shared a bedroom with another cousin who OR whom OR that ~~which~~ my family had adopted.

*OR the house which (OR that) I grew up in

UNIT 71

Relative Clauses:

Defining and
Non-Defining

CHECK POINT

F

CHART CHECK

non-defining

T

EXPRESS CHECK

It was the computer ~~which~~ we saw at E-Lectronics.

1. T 2. T 3. T 4. F 5. F 6. F

2. , tech • no • 'pho • bia (noun) a fear ~~that~~ some people have about using technology

If you have it, you're one of the 85 per cent of people ~~that~~ this new 'disease' has struck. Maybe you've bought a phone on which you can programme 99 numbers – but you can't turn it on. Or perhaps you have just read that your new CD player, which you have finally learnt how to use, will soon be replaced by DVD, which you had never even heard of.

Some experts say that things have just become too complex. William Staples, who wrote a book on the electronic age, tried to help a friend who had just bought a new stereo. The stereo, which worked before, wasn't working any more. 'On the front of the stereo, there were literally twenty buttons,' says Staples. Donald Norman, who has written about the effects of technology on people, blames the designers of these

devices, not the people who use them. 'The best way to cure technophobia is to cure the reasons that cause it – that is, to design things ~~that~~ people can use and design things that won't break,' claims Norman. Michael Dyrenfurth, who is a university lecturer, believes we cause our own problems by buying technology ~~that~~ we just don't need. 'Do we really need electric toothbrushes?' he asks. According to Williams, important technology ~~that~~ we can't afford to run away from actually exists. To prosper, we need to overcome our technophobia and learn to use it.

3. 2. My new mobile, which I bought only a month ago, has become a necessary part of life.
3. I remember the day when I was afraid to use my new computer.
4. Now, there are psychologists who (OR that) help technophobes use technology.
5. Dr Michelle Weil, who is a psychologist, wrote a book about 'technostress'.
6. I work in an office where (OR in which) the software changes frequently.
7. A lot of people who work in my office suffer from technostress.
8. Some people dream of a job they can do without technology.

4. I've just read a book called *Technostress*, which was written by Dr Michelle Weil. Her co-author was Dr Larry Rosen, ~~that~~ ^{who} is her husband and also a psychologist. According to the authors, everybody feels stress about technology. Our mobiles and pagers, ~~that~~ ^{which} we buy for emergencies, soon invade our privacy. Just because they can, people contact us at places ~~x~~ where we are relaxing.

Another problem is having to learn too much, too fast. Technological changes, ^{which} used to come one at a time, now overwhelm us. Dr Weil suggests dealing with technostress using tips from her latest book, which can be purchased via her website.

SelfTest

XIV

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. B | 4. C | 7. B | 10. C |
| 2. A | 5. B | 8. C | 11. B |
| 3. D | 6. B | 9. B | 12. C |

SECTION TWO

(Correct answers are in parentheses.)

13. C (where)
14. A (who)
15. C (delete he)
16. B (whose)
17. B (that OR which OR delete what)
18. D (delete it)
19. C (discuss)
20. B (which)
21. A (who)
22. C (in which OR where)
23. B (with whom)
24. C (when OR that OR delete which)
25. A (whose)

UNIT 72

Direct and Indirect Speech: Imperatives

CHECK POINT

'Don't eat a heavy meal before bed.'

CHART CHECK

direct speech
T

EXPRESS CHECK

to go, Don't work

1

Can't sleep? You're not alone. Millions of people are up tossing and turning instead of getting their beauty sleep. Dr Ray Thorpe, Director of the Sleep Disorders Clinic, says, 'Don't think that loss of sleep is just a minor inconvenience.' During an interview he told me to think about what can happen if people drive when they're tired. Every year up to 200,000 car accidents are caused by drowsy drivers. Then he asked me to think about a recent industrial disaster. Chances are that it was caused at least in part by sleep deprivation.

Being an insomniac myself, I asked Dr Thorpe for some suggestions. He told me to stop drinking coffee. He said to have a warm glass of milk instead. 'A lot of old-fashioned remedies work. Have a high-carbohydrate snack like a banana before you go to bed,' he said. But he advises patients not to eat a heavy meal before turning in for the night. What about exercise? 'Regular wexercise helps but don't exercise too close to bedtime,' he suggested. Finally, he told me not to despair. 'Don't worry about not sleeping. It's the worst thing to do,' he said. I don't know. After thinking about those industrial accidents, I doubt I'll be able to sleep at all!

2

- | | |
|---------------|--------------|
| 2. that night | 7. there |
| 3. told | 8. explain |
| 4. my | 9. not to |
| 5. to watch | 10. the next |
| 6. said | 11. to get |

3

1. OR He said to pull over and have a brief nap.
2. OR He told them not to have a long nap.
3. He told them (OR He said) to sing to themselves.
4. He told them (OR He said) to tune their radios to an annoying station.
5. He told them (OR He said) not to eat while driving.

(continued on next page)

6. He told them (OR He said) to open their windows.
7. He told them (OR He said) to let cold air in.
8. He told them (OR He said) to be careful when they stop their cars.
9. He told them (OR He said) not to stop in a deserted place.
10. He told them (OR He said) not to drink and drive.

4 In class today, John read one of his stories. It was wonderful. After the lesson, the teacher asked me ^{to} read a story in class next week. However, I begged her ~~no~~ ^{not} to ask me next week because I'm having trouble getting ideas. She ~~said~~ ^{told} me not to worry and she said to wait for two weeks. Then I talked to John and I asked him ^{to} ~~his~~ tell me the source of ~~your~~ ideas. He said that they came from his dreams and he told me ^{to} ~~to~~ keep a dream diary for ideas. He invited me ~~to~~ to read some of his diary. ~~It~~ was very interesting so I asked him to give me some tips on remembering dreams. He said ~~getting~~ ^{to get} a good night's sleep because the longer dreams come after a long period of sleep. He ~~told~~ ^{told} me to keep my diary by the bed and to write as soon as I wake up. He said ~~to no~~ ^{not to} move from the sleeping position. He also told me ~~to don't~~ ^{not to} think about the day at first. (If you think about your day, you might forget your dreams.) Most important – every night he tells himself ~~that~~ ^{the next} to remember his dreams ~~tomorrow~~ morning.

UNIT 73

Indirect Speech: Statements (1)

CHECK POINT

'It looks great on you!'

CHART CHECK

the punctuation

the verb tense in the statement

pronouns in the statement

EXPRESS CHECK

told, was

- 1 At 9:00, Rick Thompson's bank phoned and said that his credit card payment was late. 'The cheque is in the post,' Rick replied quickly. At 11:45, Rick left for a 12:00 meeting. Arriving late, Rick told his client that traffic had been bad. That evening, Rick's fiancée wore a new dress. Rick hated it. 'It looks great on you,' he said.

Three lies in one day! Yet Rick is just an ordinary guy. Each time, he told himself that sometimes the truth causes too many problems. He told himself that his fiancée was happy with her purchase. Why should he hurt her feelings?

Is telling lies a new trend? The majority of people in a recent survey said that people were more honest ten years ago. Nevertheless, lying wasn't really born yesterday. In the eighteenth century, the French philosopher Vauvenargues was right about lying when he wrote, 'All men are born truthful and die liars.'

2

- | | |
|---------|----------------|
| 2. has | 7. had earned |
| 3. told | 8. had lied |
| 4. that | 9. was leaving |
| 5. had | 10. had fired |
| 6. she | |

- 3** 2. Lisa said (that) she had just heard about a job at a scientific research company.
 3. Ben said (that) he had got a B. Sc. in Biochemistry from London.
 4. Lisa told him (that) they wanted someone with some experience as a programmer.
 5. Ben told her (that) he worked as a programmer for Data Systems in Basingstoke.
 6. Lisa said (that) they didn't want a recent graduate.
 7. Ben told her (that) he had got his degree four years ago OR before.
 8. Lisa said (that) it sounded like the right job for him.

4 Once, when I was a teenager, I went to my aunt's house. She collected pottery and when I got there, she ^{told} ~~said~~ me that she ^{wanted} ~~wants~~ to show me a new bowl. She ^{had} ~~has~~ just bought it. It was beautiful. When she went to answer the door, I picked up the bowl. It slipped out of my hands and smashed to pieces on the floor. When my aunt came back, I screamed and said ^{that} ~~what~~ the cat had just broken ^{her} ~~your~~ new bowl. My aunt looked at me in a funny way and told me that it ^{wasn't} ~~isn't~~ important. I couldn't sleep that night, and the next morning, I rang my aunt and confessed that I ^{had} ~~have~~ broken her bowl. She ^{said} ~~I~~ had known that all along. I promised that I ^{was} ~~am~~ going to buy her a new one. We still laugh about it now.
 *OR She ^{said} ~~told~~ she ...

UNIT 74

Indirect Speech: Statements (2)

CHECK POINT

'It will be windy.'

CHART CHECK

ought to, might, should have

EXPRESS CHECK

Jim said that he might move soon.

- 1** 2. 'The wind may reach 170 miles per hour.'
 3. 'There will be more rain tomorrow.'
 4. 'You should try to leave the area.'
 5. 'We can expect a lot of damage.'

- 2** 2. They said (that) it was going to pass north of there.
 3. They said (that) it might become a tropical storm when it landed there.
 4. They said (that) they had had to close some bridges the day before because of high tides.
 5. They said (that) they wouldn't restore the electricity until today.
 6. They said (that) the schools there might be closed for a while.
 7. They said (that) they ought to use bottled water for a few days.

- 3** 2. He said (that) it was true, and (that) they would probably become more frequent.
 3. He said (that) the planet might be getting warmer, and (that) that could cause more severe storms.
 4. He said (that) the emergency services should have arrived much more quickly.
 5. He said (that) the new satellites would help. He said (that) if we (OR they) didn't have them, we (OR they) wouldn't be able to warn people.

- 4** We had some excitement here because of the hurricane last week. Jim's mother called just before the storm. She said she ^{was} ~~is~~ listening to the weather report and that she was worried about us. She told Jim that if

we ~~you two~~ weren't so stubborn, we ~~will~~ ^{would} pack up and leave immediately. Jim's father told us how to get ready for the storm. He said we should ~~have~~ put tape on our hotel windows ~~tonight~~ ^{that night} and that we ought to fill the bath with water. He also told Jim that we should buy a lot of batteries before the storm ~~strikes today~~ ^{struck that day}. My friend Sue called. She said that her place was too close to the coast and that she couldn't stay ~~here~~ ^{there}. She told me ~~I~~ ^{she} wanted to stay with me and Jim. She said she should ~~called~~ ^{have} us sooner. I told her she should come ~~now~~ ^{then}. Then we listened to the weather forecast and the weather forecaster said that the storm ~~is~~ ^{was} going to go out to sea. He said it ~~won't~~ ^{wouldn't} strike this area at all!

he asked who had written her application for her. Melissa was shocked but she handled herself very well. She asked the interviewer whether he was going to ask her any serious questions. Then she left.

Companies sometimes conduct stress interviews to see how candidates handle pressure. Suppose, for example, that there is an accident in a nuclear power plant. The plant's public relations officer must remain calm when reporters ask how the accident could have happened. Be aware, however, that in some countries, like the United States, certain questions are not allowed unless they are directly related to the job. If your interviewer asks how old you are, you can refuse to answer. The interviewer also should not ask whether you are married or how much money you owe. If you think a question is inappropriate, ask how it relates to the job. If it doesn't relate to it, you don't have to answer.

Items ticked: 2, 3, 5

- 2**
2. He asked when the interview was.
 3. He asked where the company was.
 4. He asked if (OR whether) she needed directions.
 5. He asked how long it took to get there.
 6. He asked if (OR whether) she was going to drive.
 7. He asked who was going to interview her.
 8. He asked when they would let her know.

- 3**
3. Pete asked if (OR whether) she was going for interviews with other companies.
 4. Claire asked what her responsibilities would be.
 5. Claire asked how job performance was rewarded.
 6. Pete asked what her starting salary at her last job had been OR had been at her last job.
 7. Pete asked if (OR whether) she had got on well with her last employer.
 8. Claire asked if (OR whether) they (OR he) employed many women.

UNIT 75

Indirect Questions

CHECK POINT

'Why are you still single?'

CHART CHECK 1

F, T

CHART CHECK 2

F, T

EXPRESS CHECK

why he had left his job.

- 1** A few weeks ago, Melissa Morrow had a stress interview, one which featured tough, tricky questions and negative evaluations. First, the interviewer asked why she couldn't work under pressure. Before she could answer,

4 I did some stress questioning in my interview with Miles Denton this morning. I asked Mr Denton why ~~couldn't~~ ^{he couldn't} he work under pressure. I also asked him why ~~did~~ his supervisor ~~dislike~~ ^{disliked} him. Finally, I enquired when he would leave our company. Mr Denton answered my questions calmly and he had some excellent questions of his own. He asked ~~if~~ we expected changes to the job. He also wanted to know how often ~~do~~ we evaluate employees. I was impressed when he asked why ~~did I decide~~ ^{I had decided} to join this company. I think we should employ him.

*OR how often ~~we evaluated~~

UNIT 76 Embedded Questions

CHECK POINT

Should we leave a tip?
Is the service included?

CHART CHECK

F, T

EXPRESS CHECK

A: ? B: .

1 Read this if ...

you've ever wanted to know exactly how to tip.

you've ever cancelled a restaurant booking because you didn't know whether to tip or not.

you've ever forgotten to tip or not realised that you were supposed to tip.

you've ever left a small tip and then wondered if it should have been bigger.
you've ever left a large tip and then wondered if you needed to tip at all.
you've ever been uncertain whether the tip is included in the bill.
you've ever wondered why you should tip.
you've new to the United Kingdom and you're not sure who to tip.

- 2** 2. how to tell if the tip is included in the bill.
3. why waiters in Iceland refused my tips?
4. how much to tip airport porters.
5. who expects a tip and who doesn't.
6. I should tip my ski instructor.
7. tipping is still illegal there.
8. to tip anyway.

- 3** 2. how much to tip (OR how much we should tip) the taxi driver?
3. where the Smithsonian Museum is?
4. where we can buy (OR where to buy) metro tickets.
5. we could rent a car and drive?
6. what they put in the sauce.

4 When you live in a foreign country, even a small occasion can be an adventure! Before my date with James tonight, I didn't even know what ~~should~~ ^{I should OR to} I wear! Jeans? A dress? John's Grill isn't a smart restaurant but it was James's birthday and I wanted to make it a big occasion. Alison was very helpful, as always. I knew how to get to John's Grill but I didn't know how long it was going to take to get there. I left at 6:00, which should have given me plenty of time, but when I got off the bus, I wasn't sure ^{whether} ~~if~~ to

(continued on next page)

turn left or right. I asked a police officer where ~~was John's~~ ^{John's was} and I was only a few minutes late. I had planned to take James out for a drink afterwards but I couldn't remember how ~~K~~to find the place Alison had suggested and James has been here even less time than me. Anyway, when we got the bill, I was wondering whether to tip or ~~no~~ ^{not}. I had to ask James ~~did he know~~ ^{if he knew}. Fortunately, he had read a great book called *Tips on Tipping* so he told me to leave about 15 per cent.

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. D | 4. C | 7. C | 9. C |
| 2. A | 5. A | 8. A | 10. D |
| 3. B | 6. C | | |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|------------------------------|----------------------|
| 11. A (told OR said to) | 19. D (it costs) |
| 12. D (.) | 20. C (runs) |
| 13. D (then) | 21. D (?) |
| 14. D (was coming) | 22. D (, ') |
| 15. D (there) | 23. B (if you could) |
| 16. B (whether or not OR if) | 24. C (not to) |
| 17. A (whether) | 25. B (I could) |
| 18. D (might have stopped) | |

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